

MALAYAN UNION
ANNUAL REPORT ON EDUCATION FOR THE PERIOD
1st APRIL, 1946, TO 31st DECEMBER, 1946

MALAYAN UNION.

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DITERIMA

PERPUSTAKAAN
UNIVERSITI KEBANGSAAN
MALAYSIA

**Annual Report on Education
in the Malayan Union for the
period 1st April, 1946, to 31st
December, 1946**

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ANNUAL REPORT ON EDUCATION IN THE MALAYAN UNION FOR THE PERIOD 1st APRIL, 1946, TO 31st DECEMBER, 1946.

PART I.

NOTE.—The last complete Annual Report was compiled in respect of the year 1938. Short summaries were prepared for each of the war years up to and including 1940. No report was of course possible for 1941.

It was customary to print in Part I of the Annual Report a survey of the history and present administrative system of the Department. Owing to present conditions it is considered sufficient to give a short retrospect of conditions in 1941 with an account of such conditions during the Japanese occupation as are known, and of the rehabilitation carried out under the British Military Administration.

Part I of this report, therefore, consists of a retrospect dealing with events up to 1st April, 1946, the beginning of the period to which the report proper refers. There is also in each section a short historical preface dealing with details peculiar to the particular sub-department concerned.

HISTORICAL RETROSPECT.

The 1941 school year ended on 4th December, 1941. It had been a successful year in spite of the war. A number of school buildings had of course been requisitioned by the British Forces, but those that were still in the hands of school authorities were for the most part in good shape. Staffs were highly trained and all principals were looking forward to large enrolments and great enthusiasm in 1942.

During the year, the second year of a two-year course for the training of teachers in private schools and the training of English teachers in Chinese schools was completed. In Kuala Lumpur, over a hundred locally-recruited English school teachers were undergoing an intensive course in phonetics. Trade schools were busy with their programme of turning out 500 mechanics per year for the Royal Air Force as well as mechanics for the other services. All schools according to their capacity were doing war work of one kind or another. The marks of war on the Department of Education were even more distinct in 1941 than they had been in the previous years. All Volunteer Forces, to which a large proportion of the European and locally-recruited English and Malay school teaching staffs belonged, had been embodied for two periods of two months' military service. The 2nd (Selangor) Battalion, F.M.S.V.F., had, in addition, been mobilized for nearly three weeks during a period of labour unrest. By the end of the year practically all staffs, men and women, had joined the local defence corps or one of the Passive Defence Services and many senior pupils were similarly engaged.

In spite of the war clouds, optimism had not failed. Government was about to open in Kuala Lumpur a Malay Girls' College parallel to the Malay College (for boys) at Kuala Kangsar and two aided schools—the Lady Treacher Girls' School at

Taiping and the Anglo-Chinese (Boys') School at Malacca—had just taken over capacious new buildings, and at one school, at least—the English College, Johore Bharu—there lay £1,500 worth of science equipment waiting to be unpacked.

Events appeared to be moving fast when the Volunteer Forces were mobilized on 1st December, a date which coincided with the beginning of the 1941 School Certificate Examination. Arrangements were hurriedly made to release the Volunteer personnel concerned and to avoid any interruption of the examinations. Candidates wrote their answer scripts during the latter part of the examination through the noises of war, and it is surprising that results were as good as they proved. From Penang, which was overrun early in the campaign, some of the scripts did not reach Cambridge at all.

As the Japanese overran the country, the teachers in the armed forces and in the Passive Defence Forces were withdrawn with their units, so that towards the end a large proportion of the staff of the Department was concentrated in Singapore. At the fall of Singapore, a few of the European staff managed to escape, a few more were on leave and had not yet been recalled; the remainder of the European staff and some of the locally-recruited staff were interned.

As the Japanese occupied town after town, the school buildings, except those of the Catholic religious orders, were looted.

In all centres it was the same story of the looting or burning of school libraries and equipment and the disappearance of anything of value, especially furniture, which could be used. The Japanese completed the process by tearing down doors and windows for fuel for their kitchens. Only in a few cases were school principals or individual teachers able to save any school property and even then it was at the risk of their lives. In one or two cases, such as at Bandar Hilir English School, Malacca, the buildings were occupied by enemy troops without delay and a certain amount of property was saved. Few centres managed to save records or office files, and most of the pre-occupation history of the Department has been compiled from the memories of the staff, from the few records available and from material in the Colonial Office. The missionary staffs of the Catholic religious schools except that of the Penang Convent, where its members were forced to leave, remained at their schools. As a consequence, much of their equipment and furniture was saved including at St. Michael's Institution, Ipoh, practically all of the science equipment. Some of the Christian Brothers were interned at Bahau and some were allowed to stay on in their schools.

The fall of Singapore marked the beginning of three and a half years of educational twilight throughout the country. Most of the rural schools were left untouched but they did not work for some time. Larger urban school buildings suffered as they always do in war time. They were used as barracks, stores and machine shops; a few were turned into military and naval training centres. The French Convent, Penang, became an internment centre mainly for captured merchant seamen and the pathetic messages of internees written on its walls may still be seen. Some schools, notably the King Edward VII School, Taiping,

and two in Pahang, will long be remembered in Malaya as Kempei-tai (Secret Police or Gestapo) Headquarters. The fittings for the dreaded water treatment and the bamboo beating-rods were still in the first school when it was reopened.

Staff losses during hostilities and the occupation period were not slight. The heaviest losses were incurred in the slaughter of Chinese in Singapore just after the cessation of hostilities and in the wanton murder of teachers, mainly Eurasians, by the Japanese in Johore. Three and a half years of insufficient food, ill-treatment, oppression and terror played havoc not only with the education of children but with school staffs. Teachers received more than the usual share of attention; it was perhaps to be expected that teachers in English schools would be carefully watched. There were doubtless many unsung heroes of the occupation period but of one, Mr. P. G. Pamadasa of Malacca, details are known. This teacher on the staff of St. Francis' Institution, Malacca, was found to have disseminated wireless news among his friends. Pamadasa defied his Japanese judges and was condemned to be hanged. In his cell on the night before he was to die he wrote:

"I am writing this in my cell with manacled hands on the eve of my execution. I am no felon but a patriot condemned to death for listening to the B.B.C. news and telling it to pro-British friends. I did this for two years till I was betrayed. The Japanese Military Police tortured and finally sentenced me to be hanged.

"I helped to keep up the morale of our people and there are many to say so. Had I lived I would have been rewarded. I have no regrets. It is sweet to die for freedom. My good brother Mahindasa ably backed me in this. I leave it to the British Government to reward him suitably. I have always cherished British sportsmanship, justice and the Civil Service as the finest things in an imperfect world. I die for these.

"I die gladly for freedom. My enemies fail to conquer my soul. I forgive them for what they did to my poor frail body . . . to my dear old boys, tell them their teacher died with a smile on his lips . . ."

The general Japanese policy was that vernacular schools for Malays and Indians should continue as before the occupation with Japanese teaching added to the syllabus. No Chinese schools were permitted but Government-managed Nippon-go (Japanese language) schools were instituted and attended by Chinese children and children of other races as well. Special historical notes on these schools have been added to this report in Chapter IV. Schools in most cases were reopened by July, 1942. Some of the original staffs accepted employment mainly because that was the only means of escaping starvation and was also a way by which they avoided, and protected their families from, unpleasant attention from Japanese officials. Many, however, were prepared to go to any lengths to avoid such employment, preferring to peddle cakes or to drive bullock-carts. English schools were also converted into Nippon-go (Japanese language) schools and the teaching of English was theoretically prohibited. Teachers attended special three-month courses in Japanese in central schools but few made serious attempts to

learn the language. The curriculum in the Gekkos, as the schools were called, was mainly Nippon-go (Japanese), singing, Japanese physical training and gardening. There was of course little enthusiasm for this, and all kinds of subterfuges were adopted of which it is difficult to believe that the Japanese visiting officials were unaware. In order to avoid investigation, for instance, the Reverend Mother of the Convent, Kuala Lumpur, herself professed to be teaching Japanese to her religious staff but she never got beyond one show lesson, which was of course produced at inspections. At one Malacca school camouflaged teaching reached its highest pitch of perfection when staff and pupils learned one single sentence which was repeated over and over again when Japanese inspecting officers appeared at the school. But even though teaching in English was continued, either surreptitiously or with the Japanese authorities winking at it, conditions became so unfavourable that enrolment gradually fell off. In any case, girls over fifteen years of age were discouraged from remaining in girls' schools since the Japanese said that at fifteen they should be out and at work. By 1944, staffs frequently outnumbered the pupils and some schools eventually closed. Malay schools kept going in a very half-hearted way except in the Northern States where the Siamese Government allowed them to function as before. Japanese Inspectors were generally afraid or unwilling to inspect schools in the countryside and were misled by the reports of the teachers which painted conditions in the schools as being far more satisfactory than they actually were. Very few Indian vernacular schools kept open since these were mainly on estates.

The Japanese increased the number of Trade Schools but little reliable information is available about their work. It is clear that they were little else but excuses for cheap child labour.

After the evacuation of Kuala Lumpur, the Technical College was looted and later occupied by Japanese troops. Much valuable laboratory equipment and technical apparatus were lost. The reference library, in particular, suffered drastic losses, and after the Japanese surrender and before the arrival of British troops the college was again looted. Some furniture and equipment which escaped the attention of looters and the Japanese military forces, were saved by the efforts of the staff on the two occasions. In May, 1942, the Japanese authorities recalled the teaching staff and reopened the college for technical training. The curriculum at first remained unaltered from pre-war days but the training gradually deteriorated both in scope and attainment and at the end of the Japanese occupation the most important subject of the curriculum was Japanese. The standard for admission was lowered and among the new students were many far below the normal standard of attainment required, some from Standard VI or even lower.

On the 28th August, 1945, in some parts of the Peninsula permission was given to schools to resume teaching in English. Teachers construed this relaxation in its true sense and prepared for release from Japanese oppression.

On the arrival of the British Military Administration in September, 1945, only two European Education Officers were available for educational work. The Civil Affairs Officers were

instructed to open schools without delay under local supervision. The parents and children of Malaya owe a very great debt to the locally-recruited staff and to the missionary staffs of the Catholic teaching orders for their enthusiastic and unselfish work in the early days of the liberation. In spite of ill-health, malnutrition and lack of all kinds of furniture and equipment, these teachers rapidly reopened the schools. As one inspecting officer puts it, "by remarkable devotion, marked ingenuity and strenuous teaching" the local staffs got the schools working without delay.

The first task of the Department of Education under the British Military Administration was to restore as far as possible the pre-war facilities in education. This meant a heavy programme covering the following items: the reopening of schools and of the training colleges and the Technical College; provision of staff; repairs to and replacements of furniture and buildings; replacement of textbooks and teaching equipment and science apparatus; compensation for the loss of nearly four years of education; arrangements for over-age and otherwise unsuitable pupils; re-introduction of external examinations; restoration of extra-mural activities; the training of teachers and, of course, the extension of these activities to the old Unfederated Malay States. The devotion of the staff on one hand and a passionate desire for education on the other enabled progress to be made without delay. The following figures of total enrolment in the Peninsula tell the story up to the end of the period of British Military Administration:

Schools.	Dec., 1941.	Jan., 1946.	March, 1946.
English ...	32,382 ...	58,633 ...	60,422
Malay ...	122,199 ...	118,474 ...	120,197
Chinese ...	83,200 ...	77,337 ...	110,195
Indian ...	25,573 ...	11,806 ...	18,470
Total ...	263,354 ...	266,250 ...	309,284

The enrolments of Malay schools suffered because of lack of food and clothes and because children were required to help with the paddy crop. The majority of Indian schools were estate schools and these did not open for the most part until the managers returned.

It will be seen from the figures that enrolments in English schools show the increase caused by lack of facilities for nearly four years. In January, 1946, schools were faced with new admissions for a total of five separate years, and fewer school buildings than the pre-war number in which to accommodate them. Buildings were used in two sessions and all kinds of other buildings were pressed into service. A large number of temporary teachers was required and parallel primary classes were organized in all schools. Arrangements were made to keep classification fluid and by the end of the period much had been done to re-classify primary pupils and spread them out over the lower classes.

The occupation had left a heritage of psychological difficulties in respect of some pupils. The Japanese encouraged the weakening of moral fibre and it redounds to the credit of the tradition of the schools and to the character of the local staff that

many of the difficulties were overcome and a habit of study revived. Many older pupils had married, often as a means of protection from Japanese forced labour, and had acquired adult habits. Afternoon classes were provided for such pupils.

At the end of the period of administration only thirty-four out of approximately 1,900 available school buildings were occupied by the Military authorities, and wherever possible essential repairs had been made to Government school buildings. Advances to the value of \$159,827.80 (£18,646 11s. 7d.) were made to the aided schools' authorities for repairs to buildings and for the replacement of equipment. \$237,506.40 (£27,709 1s. 8d.) was spent on replacement of equipment in Government schools. For the first time, grants were made to Chinese schools in Johore and a total amount of \$11,794.63 (£1,376 0s. 10d.) was paid to these schools for purposes of rehabilitation. The textbook problem was the most serious of all until a fortunate discovery was made of approximately 400,000 Malay and English school textbooks in Singapore. Government bought the whole stock for \$154,831.24 (£18,063 12s. 11d.) and distributed it to schools throughout the country free of charge. Meanwhile, orders for books and equipment were being placed under the direction of working committees appointed by the Colonial Office in London.

Trade Schools at Penang, Ipoh and Kuala Lumpur were reopened but were not working to capacity owing to partial military occupation and lack of equipment and tools.

Preparations were made for the reopening of the Technical College but it remained in military occupation until September, 1946.

By the end of March, arrangements had been made for the holding of the 1946 School Certificate Examination and for the examinations of the City and Guilds of London Institute and the University of London.

Games, Scouts and Girl Guides, School and Departmental magazines and Teachers' Associations had been revived by the end of the period and Food and Savings campaigns were in progress. An unofficial start had been made with Cadet Corps.

One very happy feature of the administration period was the admirable co-operation between the Military Authorities and the Department, in spite of the requisitioning of school buildings which it was realized were being released as soon as possible. Many Perak schools will remember with pleasure the kindness of the 25th Division, and there were very close relations between Trade Schools and various technical units.

There were still many problems to solve at the end of the period of administration. The provision of furniture and equipment; clothing and food for children; transport for inspecting officers; repairs to buildings; training of staff; increase of enrolment of vernacular schools and the restoration of pre-war conditions for vocational education, all required close attention. Of the European staff only twenty were in the country, supplemented by twelve Service Officers. In spite of this, it may be said that the first task of getting the pre-war machine into running order had been completed.

PART II.

CHAPTER I.

OUTSTANDING EVENTS OF THE YEAR.

The outstanding educational event of the year, overshadowing all others, was the remarkable work achieved in the rehabilitation of the schools. An attempt has been made in Part I of this Report to indicate the magnitude of the task and to give an account of the efforts made to deal with the tremendous problems that were the heritage of the Japanese occupation. Tribute has been paid to the staff, but tribute must also be paid to the pupils themselves. With a passionate zeal for learning, almost frightening in its intensity, the pupils set themselves to recover the years that the locusts of war and occupation had eaten. It would be idle to pretend that the lost years were indeed recovered but nothing remained undone that human enthusiasm and human endeavour could accomplish with the equipment and the books available.

During the year, discussions proceeded regarding the future educational policy of the country. The statement laid before the Advisory Council is given in Appendix XV. The major task of 1947 will be to prepare the programme for its introduction.

There will be found in the various sections of this Report such information as is available about those who lost their lives directly or indirectly as a result of the war or of the Japanese occupation. These were grievous losses including some able young teachers with a bright future before them.

A brilliant young officer, Major F. Jones who was Headmaster of Kajang High School during the British Military Administration and who was to have joined the Malayan Educational Service died with great suddenness on 11th June, 1946, and Mr. C. R. Tolliday, an officer of the Malayan Educational Service officiating as Inspector of Schools, Perak North, who had an excellent record during his eight years' service, died on 31st October, 1946.

In December, 1946, two retired officers died who had served Malaya for many years: Mr. D. R. Swaine, M.C. (who had retired in September, 1946, after 33 years' service) specially remembered for his long service first as assistant master and for a time as Headmaster at the Penang Free School and Mr. D. W. McLeod (who retired in 1941 after 21 years' service in Malaya) who was Headmaster for some years first of King Edward VII School, Taiping, and later, before retirement, of Raffles Institution, Singapore. Mr. Swaine's death was ascribed to the effects of internment. He was far from well during internment though he continued to teach throughout the period, even when teaching had been forbidden and the work had to be done surreptitiously.

During 1946, the following senior officers of long service, who could ill be spared during the period of reconstruction, retired after their leave following internment:

Mr. T. A. O'Sullivan (Senior Inspector of Schools, Perak);
 Mr. L. W. Arnold (Headmaster, Penang Free School);
 Mr. J. M. Meade (Senior Inspector of Schools, Penang);
 Mr. J. Bain (Superintendent of Education, Johore).

In addition, Mr. R. F. Gunn (Senior Inspector of Schools, Malacca) who was on leave in 1942 retired in August, 1946. He had returned to Malaya and had been responsible for much difficult work during the initial period of rehabilitation.

CHAPTER II.

ADMINISTRATION AND CONTROL.

It became necessary in 1946 to set up a completely new system of educational administration and control on account of the unification of the former separate Departments of Education, namely, (1) the Penang and Malacca branches of the former Department of Education of the Straits Settlements, (2) the former Department of Education of the Federated Malay States with its four branches (Perak, Selangor, Negri Sembilan, Pahang), (3) the separate Department of Education of each of the States of Johore, Kedah, Trengganu, Kelantan and Perlis.

Mr. H. R. Cheeseman (formerly Deputy Director of Education, Straits Settlements and Deputy Adviser on Education, Malay States) was appointed Director of Education with effect from 1st April, 1946, and until his arrival on 29th May, 1946, Mr. A. W. Frisby was Acting Director. Mr. M. R. Holgate, Senior Education Officer, Special Grade, was appointed Deputy Director of Education and assumed duty on 26th July, 1946. From 1st April to 28th May the post remained vacant and from 29th May until the arrival of Mr. Holgate was filled by Mr. A. W. Frisby.

Not a single member of the office staff of the former Headquarters staff of the Straits Settlements and Federated Malay States was available for the unified Department Headquarters. The former Headquarters were in Singapore and as no quarters could be obtained for them all the members of that office staff were absorbed into Government service in Singapore. Further, the only education officer with previous headquarters experience who was available was the Director of Education. These facts emphasize that the task of organization of the new unified Department was no light undertaking.

Four Assistant Directors were appointed. Three of them are respectively in charge of the Malay, the Chinese and Indian branches, and the fourth is a woman officer responsible for advising all branches with regard to girls' schools. The Director and the Deputy Director are responsible for the general policy and

the co-ordination of the various branches, the Deputy Director also being in direct charge of the most complex branch of the Department, namely the English schools. Reference is made in Chapter VII to the new appointment of Examinations Secretary and the nature of the duties included in this appointment. The specialist supervising staff responsible for direction of specialist branches of the Department were a Superintendent of Physical Education, a Music Supervisor and an Organizer of Vocational Schools and Handicrafts. In addition, officers on the staff of the Department were allotted the duties of an Organizer of Commercial Schools and Classes, a Science Supervisor (a post held in conjunction with a senior school headship), and an Organizer of Adult Education (a post held in conjunction with the post of Tutor in English at the Technical College). During 1946, the post of Music Supervisor was filled by a temporary officer whose services happened to be available in Kuala Lumpur. The post of Organizer of Vocational Schools and Handicrafts became vacant by resignation and as the Tutor of English at the Technical College had to officiate as Acting Principal he was not able to undertake his additional duties as Organizer of Adult Education. General Table VI gives a complete conspectus of the staff of the Peninsula engaged in administration, inspection and specialist supervision duties and gives the names of the officers who officiated in all the posts that were filled.

The only additions to the staff list of the former joint Straits Settlements and Federated Malay States Departments were the posts of an Assistant Director of Education for girls' schools and of a separate Assistant Director for Malay Schools [the Principal of the Sultan Idris Training College had carried out these duties and there had been for a period a vacant Malayan Civil Service post of Assistant Director of Education (Malay)]. The direction of the Chinese Schools in the Straits Settlements (i.e., in Penang and Malacca in the unified Department) had been by an Assistant Director of Education (Chinese), and in the Federated Malay States by a Chief Inspector of Chinese Schools—both officers of the Malayan Civil Service—while the direction in the Unfederated Malay States had been by officers of the Chinese Secretariat. The new Assistant Director of Education (Chinese), an officer of the Malayan Educational Service, took over the direction of all Chinese schools in the unified Department.

The other new posts to which reference was made above involved re-distribution of the staff and did not represent additional posts. Yet another new post of this latter nature was that of Superintendent of Trade Schools: the officer in charge of the largest Trade School (the Kuala Lumpur Trade School) became responsible also for the co-ordination of the work of these schools throughout the Peninsula.

A special note is desirable regarding the post of Science Supervisor. Although circumstances made it impossible to do much in 1946, some indication of the general scope and purpose of this post can be given.

In 1939, as a result of the recommendations of a Departmental Committee appointed to consider the whole question of school science teaching, the Department of Education adopted

the policy that, as suitably qualified teachers, laboratory accommodation and equipment became available, all pupils in all secondary schools should be given a four-year course of General Science up to the School Certificate stage. This school science course was to be planned as a self-contained whole, designed as a preparation for life in a scientific age rather than as a mere preparation for examinations or for a scientific career (since only a very small proportion of secondary school pupils continue the study of science after the School Certificate stage). It was recognized that the educational needs of the minority following scientific or technical careers should not be allowed to overshadow the needs of the others who will form the great majority of the ordinary educated citizens of the future. This was in accordance with the strong Departmental discouragement of premature specialization in any school subject. Such a general science course, adapted to Malayan needs and conditions, had been worked out in detail from 1930 onwards, and before the Japanese invasion arrested educational progress in Malaya this general science course was being followed in certain schools in all parts of the Peninsula. This Malayan General Science Course is designed to teach science on a broad basis as part of the equipment of every pupil in a scientific age and is not merely the first stage in preparation for a scientific or technical career. The course has its roots in the common experience of the pupils and does not exclude any of the fundamental special sciences. Although the course is "general" in touching every day life at many points, it is still "science" in elucidating the general principles observable in nature. It has been proved that a broadly-planned course of this kind, giving a bird's-eye view of the whole field of science, involves just as thorough teaching and just as much scientific method as a narrow, specialized course of physics, or chemistry, or botany, or zoology. Moreover, while the course is primarily intended for that great majority of secondary school pupils who stop at the School Certificate stage, it has been proved that it is of great benefit to those who specialize later in some corner of the scientific field, since it gives a preliminary survey of the whole of it. One of the main utilitarian aims of the general science course is to provide a background for effective education for all in matters of health, whereby, for instance, hygiene (an applied science) is taught as an integral part of the school science course.

It was in order to facilitate the extension of effective school science teaching on approved lines that the new post of Science Supervisor was created, namely, in order to supervise scientific and health education in all schools. The Headmaster of the Victoria Institution, Kuala Lumpur, was appointed to act as Science Supervisor in addition to his normal school duties. The duties of the Science Supervisor were defined as "to collaborate with teachers and others having an interest in scientific and health education and to establish a central clearing-house of all information relating to school science teaching". He has to keep himself and Malayan science teachers abreast of new developments in school science teaching devices, reference books, laboratory equipment and illustrative material. He has to organize and maintain (in Kuala Lumpur) a central science

reference library of the more advanced and expensive text-books, reference books, reports and periodicals (not sufficiently in constant use to justify their provision in every school science library); and these books are to be made available for circulation to school science teachers by post. Several hundred books had arrived for this central reference library before the end of the year. Each school is also to have its own school science library and every school with a science department was provided during the year with about two hundred books to form the nucleus of its science library. The Science Supervisor has to act as liaison-officer between the Department of Education and those Government Departments (such as Health, Agriculture, Forestry) that have scientific information and ideas that can best be passed on to the community through the schools. He thus provides for the systematic diffusion of invaluable expert local knowledge throughout the schools of the Peninsula in a subject where "local colour" is essential. Before he returned from England in September, the Science Supervisor placed orders for scientific equipment for those schools that had taught science before the war and also for the new central science dépôt at Kuala Lumpur. All schools will in future indent on this central store or dépôt for their apparatus and equipment purchased in bulk at wholesale prices. By this arrangement every school gets the most suitable equipment at the lowest cost and with a minimum of delay, while individual schools will no longer need to carry big reserve stocks. Certain types of expensive equipment (e.g., anatomical models and sectional models of heat-engines) will be circulated to schools from the central science dépôt, somewhat on the lines of School Museum Services in the United Kingdom. It is hoped that the science equipment ordered will arrive in Malaya during the first few months of 1947. It may be added that it is proposed to attach to the school science dépôt a central laboratory workshop, staffed by expert craftsmen in wood and metal. Arrangements have been made with the Medical Department to share the services of the expert glass-blower stationed at the Institute for Medical Research. The central laboratory workshop proposed will make it possible to manufacture apparatus and equipment which is specially designed to suit the special needs of Malayan schools, thus discouraging the too prevalent local idea that science is a subject that depends on the use of expensive, elaborate, "magic" apparatus imported from abroad. It is hoped that, through the good offices of the Ministry of Aircraft Production, this central workshop will be equipped with machine-tools removed from a German aeronautical research station as part of the disarmament programme. Each school science department will have, however, its own modest laboratory workshop equipment, adequate for running repairs and for making simple "home-made" apparatus. It is believed that at this critical stage of educational rehabilitation a certain amount of careful standardization of laboratory equipment and central organization will have far-reaching effects on future efficiency and economy, but there is no intention of stifling the initiative of individual schools and teachers by central supervision. The new organization has been designed to apply the scientific method to school science teaching.

The new post of Assistant Director of Education (Girls' Schools) filled a long-felt want. The absence of a woman officer on the headquarters staff was a recognized source of weakness. There had been a Supervisor of Malay Girls' Schools for over fifteen years but the post had been "axed" on the grounds of economy in 1933. The staff of the Malay Women Teachers' Training College helped as much as possible from 1935 onwards with the Malay schools. But the advice and direction of a woman officer for all schools (English, Malay, Chinese and Indian) was an obvious and urgent need. The Malay schools were more fortunate than the other branches in that they already had women in the junior inspectorate but the Chinese and Indian schools have no women in the inspectorate and it will be necessary for the Assistant Director to pay early attention to the need for women in the junior inspectorate of those branches. Rehabilitation needs made it necessary for the new Assistant Director to spend 1946 at the Malay Women's Training College but she will enter on her wider duties and begin her survey of conditions in all schools in 1947.

While the Assistant Directors and the supervising and organizing officers of the Department of Education are responsible, both for the general organization and for the schemes of work in their various branches, the Senior Inspector of Schools or Superintendent of Education of each local Department of Education is in charge of that Department in all its branches and directs and co-ordinates all the work in accordance with the general Departmental policy and aims.

The administration and control of the important aided English schools, in which two-thirds of the pupils of the English schools of the country are to be found, continued as under pre-war conditions. That is to say, application for the specific requirements of individual schools were made to the local Departments of Education, since these schools came under local direction and control, but each of the three largest missionary bodies, namely, the Christian Brothers, the Dames de St. Maur and the American Methodist Mission had a central organization responsible for the general policy and direction of their schools. For each of the first two there was a Visitor—for the Christian Brothers, stationed in Kuala Lumpur and for the Dames de St. Maur, stationed at Penang—while for the third there was an Educational Secretary who during 1946 was in Singapore but will be stationed in Kuala Lumpur in 1947. It should be recorded that the Rev. Brother James, O.B.E., who first came out to Malaya as a missionary teacher in 1887, and who was first appointed Visitor of the Christian Brothers' schools (after being for nine years Director of St. Xavier's Institution, Penang) in 1909, retired in 1946. He was in Penang throughout the Japanese occupation when he showed an indomitable spirit and great personal courage. His service to education in this country has been a wonderful record both in duration and in achievement.

It will be convenient in this chapter to indicate the general arrangements made for the compilation of this Report. The Director of Education prepared the schedules for the reports to be submitted by the various States and Settlements, basing the

schedules on the last full report (that of 1938) of the former joint Departments of Education of the Straits Settlements and Federated Malay States. The Assistant Directors and the specialist officers in charge of the various sub-departments were responsible for the collation of the reports for their particular sections. Part I of the Report, the section providing the historical retrospect, linking the pre-war period and the period of the Japanese occupation with the post-war reconstruction, was prepared by Mr. A. W. Frisby who was Acting Director of Education until 28th May, 1946. Mr. Frisby was also responsible for arranging the reports of the various sections into a connected narrative and preparing the General Tables and Appendices.

CHAPTER III.

REVENUE AND EXPENDITURE.

(One Dollar, Malayan Currency, is equivalent to two shillings and four pence sterling.)

REVENUE.

The total Revenue of the Department of Education in the period (1st April to 31st December, 1946) amounted to \$1,034,444.19, of which 21 per cent. came from the Education Boards and over 78 per cent. from Fees. General Tables IIIA and IIIC give the details of these figures.

EXPENDITURE.

The total Expenditure amounted to \$8,646,698.47. This does not include expenditure on Education by the Public Works Department, or on passages and pensions.

The general expenditure was \$7,551,578.65, and the Special Rehabilitation expenditure \$1,095,119.82. Of this latter figure 44 per cent. was for Chinese Aided Schools, and 36 per cent. for Government Schools. The expenditure on Government Trade and Commercial Schools, evening classes and the training of teachers was \$328,097.68, on Scholarships \$146,899.17.

Grants-in-Aid to Malay, English, Chinese and Indian Schools amounted to \$2,568,928.39, an average of \$14.38 (£1. 13s. 6d.) per pupil. The expenditure, less fees, on Government schools averaged \$30.41 (£3. 10s. 11d.) per pupil. Of the Colleges that opened at different times during the period the nett cost to Government was as follows:

Sultan Idris Training College ...	\$151,422.73
Malay Women's Training College ...	38,690.28
Malay College, Kuala Kangsar ...	50,396.00
Technical College ...	39,295.80
Techni-factory ...	3,131.98

General Table IIIB gives a statement of Gross Expenditure.

General Table IIIC shows the distribution of Revenue and Expenditure.

General Table IIID gives the cost per head of the main branches of education.

CHAPTER IV.

PRIMARY EDUCATION—BOYS.

GENERAL.

Primary education in English is given in the primary divisions of English schools, but as all English schools are part of the secondary school system, consideration of this type of education is deferred to Chapter V which deals with secondary education. The only purely primary schools are the vernacular schools. Of these there is a large variety but the bulk of them are Malay, Chinese and Tamil. There are a few Telugu schools on rubber estates, a few Malayalam schools, a Gurkha school and four Punjabi schools. Fifteen schools had Telugu sections and two, Malayalam sections. There was one Hindi school. Malay is the vernacular of the country while Chinese and Tamil are the languages of immigrants, though there are families speaking these tongues that have been settled in Malaya for generations.

There are no Government or Government-aided schools of any kind purely for Europeans.

There are no vocational primary schools, though some vocational training is given in certain Malay schools throughout the Peninsula, and notably in the Carpentry School at Kuala Trengganu and in two Carpentry Schools in Negri Sembilan.

There is, in addition, a course of training conducted in the vernacular at the Forest School, Kepong. It is designed to give basic technical training for selected members of the subordinate field staff, and is, in effect, a course of training during service.

(a) PRIMARY EDUCATION IN ENGLISH.

The English schools are either purely secondary schools, secondary schools with primary divisions, or primary schools which are preparatory for and feeders of the secondary schools. Primary education in English is given in the first seven classes (Primary I & II and Standards I to V) in these primary divisions or primary schools. English is the medium of instruction throughout, though it is a foreign language to most of the pupils. Details are given in Chapter V.

(b) MALAY VERNACULAR SCHOOLS.

The number of Government schools open in 1946 was approximately the same as in 1941, but their fate in the interim period varied considerably. The Japanese landed in Kelantan on 7th December, 1941, and the schools, which automatically emptied themselves, were re-opened in some cases before the fall of Singapore. But in general, and particularly in the Western States and Settlements the majority of schools were not functioning till the middle of 1942.

The most striking feature of the Japanese treatment of the Malay schools was perhaps its variety of method. In the four Northern States (Kedah, Perlis, Kelantan and Trengganu), handed over to Siam at the end of 1943, there appears to have been comparatively little interference with the normal course of school routine. The Malay officers who, generally under the supervision of an European Officer, had previously been in charge of the Department, retained their posts; and most of the teachers continued to work in the schools. The Japanese language, and later the Siamese language, were made compulsory subjects in the curriculum, but only for a limited number of hours a week. In Kedah, a Malay officer of the Civil Service was put in charge of the Department, at first under a Japanese and later under a Siamese Director; in Kelantan, a Malay who had been in Japan for twenty-five years was given considerable authority as a teacher of Japanese, but he had little influence over the Malay schools, though a few boys from one of the vernacular schools were compelled to attend his lessons for an hour daily. In general these Northern States appear to have carried on under difficulties, but without persecution, though of course the larger buildings were in some cases taken over by the Japanese military forces. An odd and interesting development in Kelantan was the foundation in 1944 of a small residential Training School for teachers at Kota Bharu, which will, at the end of 1947, provide the State with 30 useful and efficient trained men. The syllabus was based on that of the Sultan Idris Training College, the central Training College, of which an account is given in Chapter VIII below.

The condition of the Malay schools in the States on the West coast, and in Johore, was not, however, so undisturbed as in Kelantan or Kedah. The general intention of the Japanese seems to have been to open the Malay schools to pupils, and even staff, of all races, and to make the Japanese language the medium of instruction. The result was farcical. In Penang, it is stated that the Malay schools ceased to be anything but places where children congregated; in Malacca, they were divided into three districts, two under Malay officers, one under a Chinese. In Perak, Selangor, Negri Sembilan and Pahang, most of the schools were allegedly functioning as schools from about the middle of 1942. In Johore, only the larger schools were opened at first, and twenty-five per cent. of the teachers were retrenched; many more left of their own accord. This heavy retrenchment is not reported from other States and Settlements, where teachers were in general re-employed, at very low salaries. There were some difficulties about the employment of teachers who had served in the Volunteer Forces, though most of them were eventually allowed to go back to their schools.

The general curriculum of Malay schools under the Japanese was similar to that of the English schools except, of course, that English was not even surreptitiously included.

By the middle of 1944, or earlier, it was everywhere noticeable that the economic condition of the people was having its effect upon school enrolment which fell rapidly by fifty per cent. or more. Parents kept even the younger children at home to earn what they could. Teachers also were affected; with their salaries fixed below the level of the pre-war scale, and with prices ever rising, the money at their disposal became increasingly inadequate. Emboldened by the evident inefficiency of the Japanese system of inspection, they became irregular in attendance; a few left the schools altogether and, in some cases, under duress, joined Japanese organizations. In Malacca, five teachers were given commissioned rank in the local armed gendarmerie; others less complaisant to Japanese wishes, spent terms in gaol. By 1944, the condition of the schools was poor indeed.

On the arrival of the British Military Administration, there was everywhere an immediate revival of hope, and a rush to enrol in the schools, which opened after the Ramdzan (the Fasting Month) holiday, on 1st October, 1945, in most areas. A few schools were retained for use by the military, but the majority were quickly re-established, and the enrolment in November, 1945, was 108,516 as against approximately 122,000 in December, 1941. All teachers retrenched by the Japanese were re-employed, and the very few genuine collaborators with the enemy failed to report for duty. It is pleasing to record that almost all the staff of the vernacular schools had an excellent record of loyal service; the few who openly welcomed the Japanese regime were not popular with their fellows, and are now fortunately no longer in the Department of Education.

It is perhaps worthy of note that the condition of the schools starved of apparatus, textbooks, and equipment was not an unmixed evil. It resulted in the encouragement of the more resourceful teacher to improvise in the absence of suitable textbooks, and everywhere the energy with which refresher courses for teachers were arranged and the manner in which the teachers made the best of difficult circumstances augured well for future self-reliance in the schools. Mention must be made, too, of the practical interest shown by local committees of parents and others in the rehabilitation of the schools from the date of the arrival of the British Military Administration.

In 1946, there were in the Malayan Union 1,014 Government Malay schools for boys, five less than in 1941. The distribution of these schools is shown in Appendix VIII. There were also 44 private schools—one in Selangor, which was taken over by Government at the end of the year; eleven in Pahang, which received a small Government grant, twenty-nine in Kedah, of which all but three were assisted by Government, two in Trengganu and one in Perlis. A number of unregistered schools were established in Kelantan after the arrival of the British Military Administration, but full details are not available.

There were also a number of religious or Arabic schools in various States and Settlements, which were not under the control of the Department of Education. The enrolment of pupils in registered private schools was 2,901 with a staff of 81. [Figures for private schools have not been included in Tables and Appendices.]

In normal times, when a new Malay school is required in an area where no school has existed before, temporary school buildings, often with teachers' quarters close at hand, are usually erected by the villagers and are maintained by them for a number of years. Before the war, it was not possible to accept all the offers made for the erection of such buildings; but in 1946 it was found that some 13, nearly all in Kelantan, had been erected during the Japanese regime. Many villages were urgently in need of schools (there having been no permanent buildings erected since 1941) and the villagers were willing to provide buildings. Accordingly, permission was given for the erection in the Malayan Union of 33 schools by villagers, the Department of Education providing teachers and equipment, and the villagers the building and sometimes some of the simple furniture. Two temporary schools were erected in Perak and four in Trengganu at Government expense.

The average enrolment in the Malayan Union was 122,481 and the percentage of attendance was 87.9. This is an increase of 5.9 per cent. on the enrolment figure for 1941. The figures were taken before the new admissions for 1947, made in some areas in December. Appendix VIII gives the distribution by States and Settlements.

Where there are no girls' schools, girls are admitted to the boys' schools where there is room for them. One of the most noticeable features of Malay education is the increasing number of girls in the boys' schools. The supply of women teachers is insufficient to cope with the growing demand for girls' education and many more girls' schools will be needed. In 1946, there were in the Malayan Union 25,519 girls in boys' schools, as compared with 14,858 girls in girls' schools (*see* Chapter IX). This was a comparatively new venture in one State, Kedah, where girls first attended boys' schools during the Japanese occupation.

Where there are sufficient girls in a boys' school to warrant it, women teachers are, whenever possible, appointed to teach domestic subjects and to take the lower mixed classes. The new enthusiasm for co-education is evident; parents ask for it, but it is obviously undesirable to adopt it as a policy as far as Muslims are concerned, and the aim is to provide separate girls' schools wherever the number makes such provision economically sound.

Attendance is compulsory for Malay boys of school age in most areas—but there is little necessity for compulsion and the problem is rather one of accommodation for the large number of pupils seeking admission. The lack of provision of any permanent new buildings for five years and the large numbers of absentees during the years 1942 to 1945 who now wish to attend have resulted in even greater congestion than was evident even in the comparatively good days of 1941.

Enrolment and Percentage of Enrolment in different Standards, Boys' Schools.

	Penang.		Malacca.		Perak.		Selangor.		N. Sembilan.		Pahang.		Kedah.		Perlis.		Johore.		Kelantan.		Trengganu.		M. Union.	
	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%	Enrol.	%
Standard I	4,107	48.06	4,384	33.6	14,246	58	5,656	61.5	3,607	37.6	5,540	45.4	5,065	44.2	1,256	45.4	11,488	59.5	3,290	49.6	2,487	43.3	61,126	49.8
" II	2,171	23.42	3,017	23.1	4,455	18.5	1,764	18.9	2,006	20.9	2,874	27.9	2,505	21.9	535	19.4	4,625	24.0	1,518	22.9	1,349	23.5	27,021	22
" III	1,328	14.4	2,010	15.4	3,000	12.2	1,053	11.1	1,613	16.9	1,396	14.2	2,027	17.7	426	15.4	2,281	11.8	1,234	18.7	1,004	17.5	17,372	14.1
" IV	1,102	10.83	1,712	12.4	1,801	7.3	483	5	1,219	12.8	669	7.6	1,194	10.4	323	11.7	832	4.3	460	6.9	648	11.3	10,443	8.5
" V	351	3.29	1,442	11.2	930	3.7	336	3.5	907	9.5	420	4.9	663	5.8	206	7.4	71	.4	169	1.8	253	4.4	5,748	4.7
" VI	..	..	532	4.3	126	.3	..	..	208	2.3	..	..	..	..	18	.7	..	..	9	.1	..	..	893	.9
TOTALS ..	9,059	100	13,097	100	24,558	100	9,292	100	9,560	100	10,899	100	11,454	100	2,764	100	19,297	100	6,680	100	5,741	100	122,603	100

Education at Malay schools is free. School buildings, staff, equipment and books are all provided by Government. Quarters are generally provided for teachers when new schools are built. Reference has already been made to the preliminary provision of temporary buildings by villagers. In some States, a small voluntary subscription of five or ten cents a month is collected, and is expended on provision of additional games equipment and on the improvement of school amenities; but, in 1946, few pupils could afford this, and collections were the exception rather than the rule. School funds were also raised by concerts and by small charges to food-contractors who sold food to pupils in the school "break". Parents were responsible for providing the children with money for this meal and generally gave them about ten cents a day, or in some cases as much as twenty cents in towns where high prices prevailed. Pupils quite commonly brought to school home-made cakes for sale to their friends; in Kedah and Johore organized tuck-shops managed by pupils were common. In Malacca, an ex-pupil of one of the schools managed a very efficient tuck-shop in a neighbouring Government building.

The only expense to parents other than the cost of this morning meal was in the provision of writing materials. In some States arrangements were made for books to be bought cheaply in bulk and sold to pupils at cost-price, though in 1946 this practice had not yet been commonly resumed.

The majority of the Malay schools are rural schools, the first aim of which is to give a sound primary and practical education to boys who will remain on the land, or find occupation in work which does not require a knowledge of English. There has therefore so far been no English taught in the Malay schools, though the post-war policy looks towards its gradual introduction in a rapidly-changing Malaya. The second aim of the vernacular schools is to provide a primary education in the vernacular as a foundation for education in English for those boys who pass into the English schools on selection from among their contemporaries in competitive examination. (The course is such as to ensure a sound primary education together with interest and skill in local agriculture and village industries).

The school is open for four and a half hours a day, usually from 8.30 a.m. to 1 p.m., with the lower classes ceasing work at 12.30 p.m. Gardening and physical training occupy the half-hour immediately preceding the first class, with a short break before its commencement. In the first term of 1946, the session was in many cases shortened until schools got into their stride. There are five full working days in the week, the sixth day (usually Saturday) being devoted to classes for teachers and also for pupils in special subjects, and for extra-mural activities such as Scouting. Friday is the weekly holiday. The schools are open from 220 to 240 days in the year, with three terms; the longest of the three holidays always includes the Muslim fasting month, Ramdzan ("Puasa").

The normal length of the school course is five years, but there is a sixth-year course, and it is intended to extend the school accommodation in such a way as to ensure in the future a six-year course for all. At present, only a few can be kept on for a sixth year—exceptionally bright pupils, often intended for the teaching profession. The result of the dislocation of the

past few years has been that Standard VI was a rarity in 1946, the great majority of the older pupils being of Standard V grade. In fact, only Malacca, Negri Sembilan and Perak had a class higher than Standard V. Negri Sembilan had a post Standard V course for prospective candidates for admission to the Sultan Idris Training College for teachers. The need of a sixth standard to help to bridge everywhere the gap between school and employment is evident and urgent, but it will be some time before sufficient accommodation and staff can be provided in all States and Settlements.

The enrolment, and the percentage enrolment in the different standards, are shown in the table on the previous page.

The buildings themselves were often in a bad state, and the Public Works Department everywhere did heroic work in making them habitable. Prices were very high but essential furniture was provided as far as possible, and pupils of carpentry classes in Negri Sembilan, for instance, made a useful contribution to the solution of their particular problem by assisting in repairs. Ingenuity was exercised in the use of plywood for temporary blackboards and, in one State, as a substitute for slates. The Department of Agriculture gave much help in the supply of gardening tools.

The greatest obstacle to progress was undoubtedly the serious shortage of text-books and the complete lack of maps. The distribution of some 40,000 books in the early part of the year has already been mentioned, but a very large proportion of these were volumes of the Malay Home Library Series, translations of English works for private reading by older pupils or adults. Many more were books for the use of the teacher rather than the pupil, and only one book, a Jawi reader for Standard I, was a pupils' book for a lower class. During the year a small supply of some of the reprints of Romanized class readers ordered in London by the Malayan Planning Unit had arrived, but the shortage of paper and difficulties of shipping caused inevitable delay. By the end of the year, one of the two publishing firms in Singapore, which had previously undertaken work for the Department of Education, had issued a small edition of three of its books for Malay schools. The task of providing the Malay schools with suitable text-books is taxing the resources of the Department of Education's Translation Bureau to which reference is made later in this report. The lack of text-books had, however, one beneficial effect: it stimulated the resourceful teacher, and made him discover for himself ways and means of retaining the interest of his pupils when they had perhaps one book between four in the upper classes, or no books at all in the lower.

The subjects of the curriculum were as in previous years: reading and writing (in both Arabic and Roman script) composition, arithmetic, geography, Malay history, hygiene, drawing, handwork of various kinds, gardening, and physical training. In the first term of the year, history and geography were not taught in many schools mainly in order to enable more time to be devoted to the basic subjects; but by the end of the year the full curriculum was being attempted.

It was a hopeful sign of progress that the use of story-telling, of singing, and of suitable games for Standard I was regularly noticeable in the Malay school in 1946. The influence of the comparatively recent innovations at the Sultan Idris Training College in the training of teachers for the lower classes, and the influence among women teachers in boys' schools of the teachers from the Malay Women's Training College, Malacca, were clearly perceptible. Drawing, too, was showing signs of less formality and more freedom in schools where recent graduates of the College were at work.

Physical training received special emphasis. Teachers well grounded before the Japanese occupation soon picked up the threads again, and the general standard was good. An illustration shows a physical training class in action. Owing to difficulties of transport and of clothing, very few competitions on a large scale were held, but there were district competitions in several States, massed drill displays in some of the town areas, and a full-scale competition of pre-war standard in Negri Sembilan. It was noticeable at these competitions that, though the physique of the performers showed only too clearly signs of the inadequate feeding of recent years, their energy, spirit and efficiency were no whit less impressive than in 1941. The keen interest of teachers and pupils in physical training was not only a sign of the essential liveliness of the Malay pupil, but a tribute to the efficient dissemination of modern methods in the Malay schools of to-day. Games are referred to in Chapter X and the training of teachers in physical training in Chapter VIII.

Handwork was, as usual, an important part of the curriculum. Here again materials were sadly lacking, and much improvisation was necessary. The shortage of tools and of imported materials appears to have stimulated ingenuity in the use of local materials; and although lack of funds impelled one inspecting officer to assert that his handicraft enthusiasts had "the tastes of a duke and the pocket of a pauper", the pupils in that particular area worked at basketry, rope-making, coir mat production, *mengkuang* (screw-pine) weaving, and the production of fish-traps.

Basketry, in which all College-trained teachers are well-grounded, was ubiquitous. Where local crafts exist, they were encouraged in the schools. The variety of work was considerable: it included the production of articles for the home from coconut-shells, the use of *bemban* (sedge) in the making of bags and satchels, book-binding (Malacca), rope-making (Selangor and Pahang), weaving (Negri Sembilan)—this was on a very restricted scale owing to lack of materials,—*batek* printing and soap making (Kelantan), pottery (Negri Sembilan and Kelantan). An illustration shows a loom weaving class at Tanjong Ipoh (Negri Sembilan) Malay School. In several States there were carpentry classes, Negri Sembilan being the most prominent with seven classes of its previous sixteen in action. The difficulty of obtaining tools and wood was a considerable handicap. A more hopeful atmosphere with regard to plans for 1947 was everywhere noticeable and it is expected that handwork will shortly be as general and as successful as in pre-war years. Kedah

schools, at the Alor Star Show, realized \$1,031.76 (£120 7s. 5d.) by the sale of 620 articles and were awarded cash prizes to the value of \$168 (£19 12s.) and Selangor Schools earned \$2,533.77 (£295 12s. 1d) during the year by the sale of articles made by pupils. Negri Sembilan schools similarly received \$713.22 (£83 4s. 2d.) from the sale of articles made in basketry and carpentry classes.

Gardening was everywhere encouraged, and with success. Eight hundred and seventy-one schools had gardens, of which 298 were classified as large, 290 as medium, 283 as small. Illustrations show a new garden in preparation at Dumpar Tinggi Malay School (Johore) and work in progress at the Rembau School Garden. The new type of Malay School building will be seen in the first illustration. This may be compared with the old type shown in the illustration elsewhere. There were also at least 10,500 home gardens of three beds each; this is probably a considerable under-estimate. Twenty-eight schools had rice-plots of which fifteen were in Perak, eight in Kelantan. The home gardens were much encouraged by Food Drive competitions in which cash prizes were awarded for the best three gardens in each district. The Department of Public Relations carried on persistent propaganda in this matter, and the officers of the Department of Agriculture judged local competitions and gave much other assistance to school gardens. At Agricultural and handicraft exhibitions, schools obtained many awards, for example, thirty first prizes and nineteen second prizes for garden produce and handicrafts in Penang. Local exhibitions were sometimes arranged in connection with Parents' Day ("Hari Ibu Bapa") or a Physical Training Competition. There was no doubt that home gardens were on the increase, though it was perhaps true that the lure of prizes (cash or in the form of cloth) was a considerable stimulant.

School libraries in 1941 usually consisted of a copy of each of the fifty-four books in the Malay Home Library Series, some of the Malay Literature Series, and odd books locally produced by small printing presses. In 1946, an attempt was made to re-start libraries by the provision of a certain number of these books, found in Singapore on the arrival of the British Military Administration; but practically no school had by the end of the year a collection worthy of the title of library. Newspapers were provided in many schools and were particularly in demand by parents who have always been free to make use of school libraries. The Department of Public Relations produced (*inter alia*) a short history of the recent war and an illustrated account of the Malaya Victory Contingent's trip to England; both these volumes were bought by the Department of Education for Malay school libraries.

The total number of pupils entered for the Standard VI examination was 831, of whom 344 passed.

The total number of pupils entered for the Standard V examination was 5,047, of whom 3,449 passed.

All schools observed Empire Day and Victory Day as special school festivals often with sports meetings and concerts to grace the occasion. The customary Muslim holidays also were observed. In many schools a highly successful Parents' Day was held, well attended by the local population of both sexes.

This was generally combined with a sports meeting, in addition to the usual exhibition of school work, handicrafts, and garden produce. A concert often ended the day's programme. The number of schools in the different States holding these functions varied from a very few in Kelantan and Negri Sembilan to as many as 79 out of 106 in Pahang. A particularly interesting school function was the celebration in Penang of the one hundred and twentieth anniversary of the opening of the Malay school at Glugor.

A keen interest in the schools was everywhere displayed by parents. Village committees were encouraged, and took an active part in providing funds for clothing and stationery, in raising school enrolments, and in helping with the improvement of school fields and compounds. Sometimes repairs to buildings and teachers' quarters were undertaken.

Of the 248 deaths among the staff during the Japanese occupation, 45, or 18 per cent., were due to enemy action or violence of various kinds. Of the two hundred or so who died natural deaths, possibly half may have become ill as a result of their inability to obtain, or to afford the price of, adequate food.

At the end of November, 1946, the date at which all figures in this report were taken, there were 3,963 men teachers, of whom 2,149 were trained, 1,113 untrained, and 701 pupil teachers. The impossibility of replacing the casualties of the period 1942 to 1945 inclusive by trained teachers has resulted in a disproportionate increase in the number of pupil teachers. Moreover, it has proved necessary to recruit untrained teachers from among those who failed to gain admission to the already full Training College in 1946. The provision of an adequate supply of trained teachers has never been easily achieved; it is the main problem of the Malay school system to-day.

In 1941, the Principal, Sultan Idris Training College, was also Assistant Director/Adviser for Malay Schools. In 1946, these offices were separated, and a full-time Assistant Director of Education (Malay) was appointed. The European Senior Inspectors or Superintendents of Education who officiated as Heads of the local Departments of Education were assisted by Malay officers (the Assistant Inspectors of Malay Schools). The Translation Bureau of the Department of Education, to which reference has been made, works under the direction of the Assistant Director of Education (Malay). At the end of the year the personnel of this Bureau was recalled from other duties to embark on the revision and preparation of text-books for 1947. The shortage of paper and other difficulties in the printing industry have so far made the production of books slow work, but some fifteen reprints were in hand by the close of the year.

The Malay school forms the source of supply for teachers. Selected pupils are usually appointed as pupil teachers, at the age of 14. The average age in 1946 was, however, higher than this, and the corresponding maximum age of candidates for admission to the Sultan Idris Training College for teachers was raised from 18 to 22. This gave an opportunity for training to some of those who had missed their chance of admission during the Japanese occupation. The course of training at the College lasts three years, after which the students become trained teachers. They are then employed as Assistant Teachers.

Later they may become Head Teachers, each in charge of a school, and "Group Teachers" supervising a number of schools. It is possible for selected Group Teachers to be chosen, when vacancies occur, for appointment as Assistant Inspectors. There are at present three such officers and it is expected that more will be appointed in the future.

As in the past, whenever possible there were special pupil teachers' classes for candidates for the College entrance examination. Pupil teachers who fail to gain admission to the training College within the age limit are normally required to leave the service, but the present shortage of teachers has necessitated the continued employment of the best among these as untrained teachers.

Chapter VIII gives details of the training provided for teachers at the College and in the Malay schools, and Chapter X deals with the provision of moral and physical welfare, including hygiene teaching, medical inspection and various extra-mural activities.

It should be mentioned that the duty of inspection and supervision was much handicapped in 1946 by lack of transport; but the gradual increase of bus services improved matters slightly towards the end of the year. Bicycles were still expensive and not easy to obtain; cars were rare and beyond the reach of many officers who previously made use of them. In most cases lorries and trucks inherited from the British Military Administration were shared by inspecting officers for the execution of their varied duties.

A feature of the 1946 Malay school, in common with other schools, was the large number of over-age pupils in each standard. General Table IIb shows the total by age groups in each standard. The normal age of 6 or 7 for Standard I up to 11 or 12 for Standard VI was in many cases exceeded. With the large number of absentees from 1944, and even earlier, and the anxiety of parents for these children now to receive an education in the Malay school, this is inevitable; but the problem will eventually solve itself, and from 1947 very few over-age children should be presented for admission.

The most heartening aspect of Malay school life to-day is the great interest shown in the revival of the schools by the more enlightened section of the Malay population. Reference has already been made to this. Readiness to help with repairs to school buildings, instead of waiting for Government assistance, and the refusal in one case of financial assistance in such work by the village people, are instances which indicate the renewed pride of the Malays in their schools.

(c) CHINESE VERNACULAR SCHOOLS.

Before 1941, the great interest of the Chinese community in the education of their own children was reflected in the relatively large numbers of schools they established and maintained with only a modicum of Government support and assistance. In most regions a Registration of Schools Enactment was applied, under the Department of Education, by Administrative Service

officers, qualified in Chinese, with trained Chinese Inspecting officers. The schools were managed and controlled by various clan societies, guilds of merchants, or school boards, and had developed from the old-style school, teaching the classics in dialect, to the modern school, teaching all subjects with Kuoyü, the language of the new China, as the medium of instruction. Teachers were badly paid and their tenure of posts was insecure. Schools often occupied premises not designed for the purpose. Play-grounds were often inadequate. Art training and scientific education were generally of a low standard. There were three to five times as many boys as girls at school. Few teachers had received any training in pedagogy. Text-books were prepared and published in China and, subject to censorship, were selected by the local managers for use in their school. Inter-school examinations were being organized, with a view to the establishment of standards. The larger centres of population had boys' schools and girls' schools, but the primary schools were always mixed.

On the fall of Malaya in 1942, all Chinese schools were closed. The Japanese used many schools as offices or barracks, refugees took up temporary abode in others, and a small percentage were destroyed.

Towards the end of 1942, a few schools were reopened and the number gradually increased, until, by September, 1945, approximately one-sixth of the pre-war schools were open, catering for a like fraction of the pre-war enrolment. Only about one-fifth of the pre-war staff was employed by the Japanese in these schools, the majority being engaged in such occupations as farming or trading, or taking part in what has come to be known as the black market.

The syllabus consisted mainly of the Japanese language, arithmetic, physical exercises and vegetable gardening. The teaching of the Chinese language was suppressed in 1943 and 1944, and restricted to a few periods a week in 1945.

The educational benefits from a system which tried to enforce instruction through the medium of the Japanese language were small, and little was gained by those who attended school. Pupils who did not receive coaching at home, therefore, suffered a severe set-back. Chinese teachers were treated as suspect by the Japanese, and in Penang alone eight teachers and over one hundred Chinese pupils are said to have suffered cruel deaths. Valuable libraries were destroyed, and under severe threats many people were forced to destroy their own books.

On the arrival of the British Military Administration in September, 1945, there was at once a rush to reopen the schools. Great difficulties had to be faced and overcome. During the occupation most schools had lost most of their equipment and all their books, the former being used as firewood by the Japanese, or looted, and the latter being destroyed by the Japanese or on their instructions. Many parents burned all books so as to be free from suspicion and its consequences.

Rehabilitation of the schools proceeded apace. donations, subscriptions and Government assistance it was possible to buy new furniture to meet limited needs although prices were some five times pre-war level. The following rehabilitation grants were paid by Government during the year to aided schools:

Kedah and Perlis	...	...	...	...	\$ 4,930.00
Penang	...	...	...	...	21,060.00
Perak	...	...	...	...	225,000.00
Selangor	...	...	...	...	139,378.00
Negri Sembilan	...	...	...	...	37,219.60
Malacca	...	...	...	...	20,043.00
Johore	...	...	...	...	22,223.43
Pahang	...	...	...	...	32,542.00
Kelantan	...	...	...	...	—
Trengganu	...	...	...	...	—
Total	...	...	...	...	\$502,396.03

Before the war, Johore and Kedah had no aided schools. The above rehabilitation grants to schools in these States were deducted from the grants-in-aid subsequently paid during the year.

Enrolment increased monthly and by March, 1946, had passed the 1941 enrolment. By November, 1946, the total enrolment in all schools had reached 172,000, an increase of 55 per cent over 1941 figures. It has been estimated that in 1941 approximately 40 per cent. of the total Chinese population between the ages of six and twelve were attending school. The figure in 1946 would appear to have been nearer 60 per cent.

At headquarters there were the Assistant Director of Education (Chinese), the Chief Inspector of Chinese Schools, Senior Chinese Inspector and from November, the Assistant Secretary for Chinese Education (an officer of the Malayan Civil Service). There were in the various States and Settlements posts for four Inspectors of Chinese Schools and for nine Assistant Inspectors. There was great difficulty in recruiting suitable candidates for the inspecting staff and consequently there were vacancies throughout the year.

It was hoped during the year to introduce a re-orientation of the attitude of the department towards Chinese schools by grafting an advisory on to the supervisory function. Efforts were made to bring the schools more within the professional purview of the department than formerly, without, at the same time, interfering with the systems of management or their peculiar characteristics. For that purpose attention was paid to such administrative matters as the procedure for registration of teachers and schools, the fixing of terms and holidays and the reorganization of the inspectorate and to such professional matters as textbooks, plans for the training of teachers and the revision of syllabuses.

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There are four main types of schools:

- (i) Government schools;
- (ii) Those managed by properly constituted committees;
- (iii) Mission schools;
- (iv) Private schools run by teachers for their own profit.

Ninety per cent. of all schools were in category (ii) while in category (iv) were a few "old style" schools mentioned later.

There were facilities for primary vernacular education of Chinese children in all towns and villages of any size. Nearly all these schools admitted girls and boys. All the Chinese primary schools, except those exclusively for girls, are dealt with in this section of the Report.

Of the two Government Chinese vernacular primary schools, both of them in Kuala Lumpur, that at Davidson Road had at the end of the year a staff of one headmaster and nine teachers and an enrolment of 379 pupils, and that at Sentul had one headmaster and five teachers and 199 pupils. Both schools accommodated boys and girls and the education was free.

There were at the end of 1946, 904 committee-controlled schools with an enrolment of 154,856, 27 Mission schools with 3,798 pupils, 33 private and 12 "old style" schools with enrolments of 3,567 and 847 respectively. In all, there were 172,101 pupils of whom 123,853 were boys and 48,248 girls. Details of Chinese schools, pupils and teachers will be found in Appendix IX.

Table IIc gives details of scholars by school years and ages. It will be seen that no less than 94,227 pupils are in the First Year Primary class, while the number diminishes progressively in the higher classes. The highest class in any school in 1946 was the Third Year Senior Middle class (twelfth year of school life) at the Chung Ling High School, Penang. Although separate figures for boys and girls in each standard are not available, it should be mentioned that the proportion of girls to boys diminished as the classes proceeded. Night schools are mentioned in Chapter XI.

Government assistance to Chinese Vernacular Education is by a system of grants-in-aid. Grants-in-aid are awarded to schools according to the grade at which they are assessed on inspection. The rates for primary schools are: Grade I, \$10 (£1 3s. 4d.); Grade II, \$7 (16s. 4d.); Grade III, \$5 (11s. 8d.) per year per head of average attendance. The rates for middle school are \$18 (£2 2s.) and \$12 (£1 8s.) and for Normal Schools \$25 (£3). The grants are usually paid half-yearly after completion of the half-year period. Seventy-five per cent. of all pupils attended schools that received grants-in-aid, and the number of these schools will increase steadily as more qualify for grants. It is hoped that they will improve sufficiently to qualify eventually by their standard of work, buildings, equipment and staffs for grants similar to those paid to English grant-in-aid schools.

Of the 1,105 schools (including night schools), 511 primary, secondary and normal schools received grants-in-aid to the total amount of \$335,814.44 (£39,178 7s. 1d.) in respect of the first half year of 1946. (It will be realized that this figure is quoted since it is impossible, owing to the system of payment of these grants, to record the amount of grants payable for the period of this report). The average cost per pupil to Government funds

was: Primary, \$2.96 (6s. 11d.); Middle, \$7.98 (18s. 8d.) Normal \$12.06 (£1 8s. 3d.). Appendix X gives details of average enrolments, average attendances, grants and costs per pupil.

Prior to the war, grants-in-aid were not paid to schools in the Unfederated Malay States, but towards the end of the year the award of grants-in-aid was approved, thus bringing them in line with the rest of the Peninsula.

Kindergarten classes were maintained in Penang, Perak and Johore. The Chinese school course proper starts with the Primary course which normally lasts six years. The first four years are known as Lower Primary and the remaining two as Upper Primary. Many of the smaller schools have only the Lower Primary course. The Junior Middle course is a three-year course and is followed by the Senior Middle course of three years which is also regarded as a preparatory course for entrance to the Chinese University. Senior Middle classes existed only in Penang and Selangor. It was customary for students who wished to qualify as teachers to take a Normal course which was in actual fact little more than the Junior Middle course with an extra professional year. This course is now disappearing and will be replaced by the Government Teachers' Training Course.

As practically all schools are managed by committees of private persons there is no control over school fees. Before the war, fees ranged between 50 cents (1s. 2d.) and \$3 (7s. 6d.) a month. During 1946, the highest fee recorded for primary classes was \$5 (11s.) per month and the lowest was \$1 (2s. 4d.) per month. A number of poor pupils were allowed free education in some schools, and there were schools which charged no fee at all, notably the amalgamated schools of the Yong Peng district in Johore. Although enrolment had increased, making larger classes necessary and giving higher fee returns, it was necessary, even in government-assisted schools, to balance the expenditure by collecting subscriptions and receiving donations. Some schools made collections, under proper authority, for specific objects of school expenditure, but practically all were forced to seek substantial regular contributions from whatever organization sponsored them. Teachers' salaries were on average double what they were in 1941, ranging from \$7 (17s. 8d.) (£7 11s. 8d.) per month to \$263 (£30 13s. 8d.) per month.

Such administrative questions as the amounts of school fees, standardization of salary schemes, terms and holidays and syllabuses were kept closely in view, and school managers were beginning to realize that the department might be of some assistance to them and showed a laudable measure of co-operation, especially in the matter of syllabuses and terms and holidays.

Shortage of textbooks and equipment, lack of accommodation for the increased enrolments and shortage of trained teachers necessitated a simplification of the curriculum at the beginning of the year. There was, however, a steady improvement in the output of locally printed textbooks and towards the end of the year schools were generally following the 1941 syllabuses which included Chinese, arithmetic, drawing, singing, physical training, general knowledge, civics, English, history and geography. Handwork and science which required special equipment were

not yet generally included; although English was taught in practically all schools, it was frequently the responsibility of teachers who were poorly qualified to take it. There was a shortage of suitable English textbooks for Chinese schools.

In spite of the co-operation of principals, much remains to be done to enliven teaching methods and material. Teaching in Chinese schools is closely associated with the textbook; indeed some teachers refer to their class by the book it is studying. The books are arranged so that each book covers exactly the work of one of the two terms of each school year and pupils are said to be in the "Eighth book" when they are in the second term of the 4th year. This close association with the textbook especially when, as hitherto, the textbook printed in China was accepted in its entirety, inevitably led to formal, uninspired and often unsuitable teaching. This matter received constant attention and to this end the Chinese Education Technical Advisory Committee, consisting of the Assistant Directors of Education, Malayan Union and Singapore, and Senior Chinese Inspectors and Headmasters from the Malayan Union and the Colony, was constituted. It had reviewed several series of readers by the end of the year and had suggested to the publishers improvements to existing textbooks.

It is not intended to limit the advice of this committee to the analysis and emendation of textbooks. It has, for instance, given much valuable assistance in drawing up plans and syllabuses for the teacher training classes to begin in January, 1947.

Most Chinese schools have no suitable ground on which to cultivate vegetables. In the towns, many schools are of the shop-house type with no ground other than that on which the building stands. Small country schools are also in many cases contained within four walls. Results of the "Grow-More-Food" campaign therefore have been negligible; but a new effort was made to encourage food production in school gardens by helping schools to obtain government land and by providing suitable garden implements and seeds. An illustration shows ground being opened up by pupils of the Foon Yew Chinese School, Johore Bahru. It must be stressed that in the case of country school children, many of them help their parents at home and the absence of a school garden does not necessarily mean the absence of individual effort.

Government-controlled examinations were held in 1941 in various centres for pupils in Higher Primary II; Junior Middle III and Simplified Normal. The results were not obtained as the papers were lost owing to the outbreak of war.

In December, 1946, a Government Examination for Junior Middle Third Year students was held in Kuala Lumpur. There were only forty-eight candidates from the Malayan Union, all from two schools in Kuala Lumpur. Of these 32 passed.

The following extract from an account of school celebrations by the Inspector of Chinese Schools in one State is typical of celebrations in all:

"About 5,000 children from Chinese schools took part in the large centres in the celebrations for Empire Day while varying numbers of school children in smaller villages joined those of the Malay and Tamil schools in sports, processions, etc., organized by local bodies for the same occasion.

A holiday was granted on China Victory Day, 3rd September. It was celebrated individually in schools.

A grand procession was held by the Chinese community in general for the Double Tenth Festival.

Schools were given a holiday on the anniversary of the birthday of Dr. Sun Yat Sen."

An illustration shows boys of the Chung Ling High School, Penang, doing physical training.

In 1938 (the last year for which reliable statistics are available) the total number of teachers was 3,985 and the enrolment 91,534, giving an average of 23 pupils per teacher. In November, 1946, the total number of teachers was 4,513, and the total enrolment 172,101, giving an average of 37 pupils per teacher if all teachers work all the time. (Thus, while the enrolment nearly doubled, the increase in staff was now only 13 per cent. above 1938 strength.) One of the big problems confronting Chinese schools was, therefore, the shortage of teachers. The reasons given for this shortage were that many pre-war teachers found other and more profitable employment, that training facilities disappeared during the Japanese occupation and that there was a natural diminution due to marriage and death. A constant supply of teachers arrived from China in normal times, but this supply was cut off during the occupation. In addition, there was the natural increase in enrolment due to lack of facilities during the Japanese occupation. Qualified teachers demanded high salaries but the potential income of most schools remained the same as in 1941.

To say that the average number of pupils per teacher is thirty-seven does not convey a clear picture of the situation, though it may be useful for comparative statistics. A better picture is given by quoting from a report from one region which states: "In the lower classes, especially in the town schools, one teacher was required to teach about 60 pupils. In all the one-teacher schools and in many others two or three standards were put into one room under one teacher. In many schools where accommodation was available, lack of finance did not permit of the employment of adequate staff. Teachers were paid three times their pre-war salary."

The qualifications of the teachers in Chinese schools vary considerably. There were still a few old-fashioned ("old style") schools where the teachers' only qualification was an education in the Chinese classics. The number of such schools is, however, decreasing year by year. In the new style schools, which formed the great majority, a high proportion of the teachers, including nearly all who had received a higher education, were educated in China. The general minimum qualification was the Junior

Middle. Few of those educated in Malaya, but many of those educated in China, had qualifications better than this. The Normal Classes of the local girls' schools provided many teachers for the lower classes and the smaller schools. Most of the teachers of English were educated in the English schools of Malaya. The difficulty with regard to qualified English teachers is that the smaller schools cannot provide the funds to pay them an adequate salary.

A problem which received much attention during the year, and over which the co-operation of principals was solicited, was the security of teachers' service in schools. The majority of teachers were given contracts of only six months and frequently changed from school to school at the end of each period of service. In addition, a principal transferring from one school to another often took key members of his staff with him. Committees of management were just as much to blame in this matter as teachers themselves and attempts were made to obtain the agreement of managers to extend contracts from six months to at least a year in order to preserve continuity of teaching throughout the year's course.

In order to improve the standard of English teaching in Chinese schools, as from 1940 the teachers of English in these schools were admitted to teacher training classes organized in various centres throughout the country and catering for teachers in private and other types of English schools.

While it was realized that teachers sufficiently qualified in Chinese subjects to teach higher classes could not yet be produced in Malaya it was felt that it would be to the interest of the Chinese schools of Malaya if primary teachers with a suitable local background could be trained in local training institutions. This would have the added advantage of ensuring a constant supply of teachers with a close knowledge of the lives of their pupils. Plans were therefore prepared during the year for Chinese Normal Classes to be established at four centres in January, 1947. It is proposed to extend this system until a residential institution can be established to serve the whole country.

For the first time it is possible to record particulars of some ex-pupils of Chinese schools, and while information is scanty it is of interest. Five ex-students of the Chung Ling High School, Penang, are mentioned as holding important posts. One is a Professor in an American University, one a Squadron Leader in the Chinese Air Force, one a medical practitioner practising in Penang, one a civil engineer in Bangkok and the fifth a member of the Political Council of Kwangtung.

Negri Sembilan reports that five ex-students have obtained degrees in Chinese Universities, eleven are now studying there, two are in Hongkong University and one in the College of Medicine, Singapore. Thirteen are in the Chinese army, navy or air force, one of them holding the high rank of Major-General.

Five from Kedah are studying at military institutions in China.

Others in different regions are known to have rendered valuable service to the Allied cause as liaison officers during the Japanese occupation and after.

(d) INDIAN VERNACULAR SCHOOLS.

By 1941, there were 581 Estate Indian schools in the Peninsula. There were also 70 non-Estate Indian schools in the towns conducted by private managements where fees were paid by those parents that could afford them, and at these schools a good standard of proficiency was attained. In addition, there were 22 Government Tamil Schools, conducted in nearly every way on the lines of the Government Malay Schools. There were also about a hundred small private and estate schools which did not receive Government grants.

All schools were inspected and grants-in-aid were paid to schools which had reached a certain standard of efficiency. The great difficulty always was to get efficient teachers, but estate managers were recognizing the need for the employment of trained and experienced teachers and on several estates the former unqualified or poorly qualified teachers had been replaced by teachers trained in India, Ceylon or Malaya. Managers had grown alive to the advantages of providing facilities for the education of the children of their labourers and improvements in buildings, furniture and apparatus were willingly effected whenever funds were available. In fact, in 1941 progress could be seen in nearly all directions, and among other good signs the numbers of pupils in the fifth and sixth standards were steadily on the increase. Most schools could give an inspiring display of physical training or games, and about 80 per cent. of the schools had gardens, many of which received good reports from the authorities of the Agricultural Department. A steady supply of teachers from the local Training Classes had begun. Altogether an encouraging picture was being presented.

In February, 1942, came the occupation of this country by the Japanese Forces, and with that nearly all this progress was swept away. Not only was the clock set back many years, but by propaganda and other insidious means, fresh difficulties and obstacles to progress were created. At first, all Indian schools were closed down, but after some months the town and Government schools were ordered to be reopened. The teachers' salaries and other expenses were paid by the Government. The teaching of the Japanese language was shortly afterwards introduced and teachers had to undergo a course in this and in the methods by which the Japanese wished the schools to be conducted. Gradually the teaching of the Japanese language and culture, the singing of their National Anthem and general inculcation of Japanese propaganda increased until it usurped nearly all the school hours. The school enrolments, which had for a time swollen enormously after the closing of English schools, began again to decrease and there was general disgust.

In most regions, the estate schools were ordered to re-open at the end of 1942, but those that opened functioned only in name. In many places the teachers had disappeared, and the children were set by their parents to the task of growing food for their serious needs. As a result of looting, often by those very persons who should have given a hand to help to keep them intact, furniture and textbooks were usually non-existent. The recruitment of the labour force for work on the Siam Railway

also affected the situation. Some of the children accompanied their parents (and were actually seen there) while some were left with their mothers to meet their fate. Many of them starved to death.

After the re-occupation of the country by the British Forces the Government and town schools re-opened, and in spite of an almost complete lack of textbooks and other equipment, were soon running surprisingly well. Everyone assisted to the best of his or her ability and a fine example of what can be done by willing co-operation was shown by the way these schools regained their feet.

Estate schools opened gradually as the old managements took control. Their rehabilitation was slow, as not only was all equipment lost, with many school-buildings destroyed, but special difficulties faced both teachers and pupils. The salaries at first offered to teachers were inadequate and lower than those paid to any other employees on the estate, even to those paid to the "engine-drivers" in the estate factories, and much discontent was caused. Consequently many teachers entered other occupations. As for the children, the shortage of labour in many districts made it necessary to call upon all who were old enough to work in the fields and upon younger ones to remain at home to help with domestic tasks. The situation however improved. A temporary salary scheme was evolved which placed the teachers in a better position than before. Children returned to school in better numbers and the total enrolment in the schools by the end of 1946 was approaching the pre-war figure. Much of the needed furniture was constructed and most schools received some supplies of textbooks.

In 1946, there were three main types of Indian Vernacular School: the Government School, controlled and staffed and managed by the Government on lines similar to those of the Malay School; the Private School, conducted by a Managing Committee or Mission body and usually in receipt of a Government grant-in-aid; and finally the Estate School, a school conducted for the children of the labourers on the plantations, controlled by the estate manager, supervised and financially aided by the Government. Of these three types of school the latter were by far the most numerous.

The following contrasting table gives some idea of the position at the end of the year:

		Government Schools.		Private Schools.		Estate Schools.		School Enrolment.
1941	...	22	...	66	...	581	...	35,095
1946	...	20	...	112	...	592	...	33,466

The figures given for both years are for the whole of the Malayan Union. The Government Schools and the Estate Schools were free. The Private Schools charged fees varying from 50 cents (1s. 2d.) to \$2 (4s. 8d.) but many children of poor parents were admitted without charge. In some schools the rate depended upon the income of the parents.

The enrolments of the Indian schools would be very much higher but for the terrible toll taken of the Indian community at the time of the building of the Siam-Burma "Death

Railway". It was estimated by a British Military Officer that from 80,000 to 100,000 died from cholera and other diseases at various points along the line, and these figures included many children.

Some of the children who became orphans were fortunate enough to return to Malaya, and in the schools their welfare has been looked after by managers and various charitable institutions. There were 130 of these orphans in the Indian Vernacular Schools of Negri Sembilan. In Penang, 90 were housed by the Ramakrishna Ashram. Some were admitted into the Kampar Orphanage, Perak.

The full syllabus which comprises a seven-year course was followed as far as the supply of textbooks allowed, but there were very few pupils in the two highest standards. These few were found in the town schools and were almost all girls. A large number of teachers, however, sat for the Standard VII Examinations held in December. About 75 per cent. of the total school population were in Standard I, their ages varying from 5 to 9, and in some cases more. Some of these children were probably capable of Standard II work but the reorganization of these classes and correct grading of pupils naturally took some time. This has now been carried out in most areas and it is expected that the proportion in the standards will present a better picture as time progresses. Efforts were made in some schools during the year to telescope the work of two or three standards to enable the brighter overage boys to make up for lost time. It will be some years, however, before there are satisfactory numbers of pupils in the higher classes.

The late opening of many of the Estate Schools, lack of transport for inspecting officers, and loss of nearly all records of birth made the compilation of statistics to show comparative ages and standards in Malaya impracticable this year; but the following table compiled by the Senior Inspector of Schools, Malacca, where the schools were relatively few and easy to reach, and where ages were assessed, is given to present some indication of the state of affairs in this respect:

Malacca Indian Schools.

CHILDREN BY AGES IN EACH STANDARD.

Ages.		Std. I.	Std. II.	Std. III.	Std. IV.
5 years	...	94	—	—	—
6 "	...	143	3	—	—
7 "	...	134	9	1	—
8 "	...	116	14	—	—
9 "	...	80	15	2	—
10 "	...	70	20	5	—
11 "	...	28	17	2	3
12 "	...	38	17	4	1
13 "	...	9	11	10	—
14 "	...	6	3	2	—
Over 14	...	—	—	—	—
Total	...	718	109	26	4
GRAND TOTAL 857.					

School attendance difficulties, which were always a hindrance to most estate schools' progress, were greatly accentuated during 1946. The inadequacy of the rice ration and the high cost of black-market rice led to most parents insisting that work must be provided for their children on the estates, so that the family income might be increased and more food purchased. Contract work may not by law be given to children under ten, but the loss of nearly all records of birth made insistence on this ruling very difficult. Apart from that, parents who were refused work on one estate usually threatened to go to another, and with a shortage of labour, there was only one answer to this.

Some older boys attended afternoon school sessions but, in general, afternoon schools on estates were poorly attended, and those children who did attend were usually too fatigued for serious study.

Most Indian schools accepted both boys and girls, though co-education is not a definite policy. The marked increase in the number of girls at school was a feature of the immediate pre-war reports. The enrolment of girls during the year under review was about 40 per cent. of the total school population.

In the estate schools, the position with regard to furniture was appalling in the early part of the year. For a long time, a crude black-board and perhaps a rickety table were the only pieces of furniture. The pupils squatted on the floor and drew letters and figures in sand spread in front of them. The teacher was sometimes fortunate enough to have a few tattered textbooks on which to base his lessons. Generally he was thrown very much on his own resources, and this was in fact a good opportunity for him to show his mettle as a teacher.

With the return of the estate managers, some improvement was gradually effected and by the end of the year many schools had a very fair stock of furniture. In one school in Province Wellesley, temporary furniture was constructed by the head teacher but usually the furniture was made by local contractors according to specifications approved by the Department of Education. Much remains to be done.

During the last four months of the year supplies of slates and textbooks were made to estate schools as a form of rehabilitation. Still larger supplies were on order, but, owing to paper shortage in India, whence most of the Tamil textbooks are obtained, and also owing to the lack of transport between Madras and this country, many orders placed months before were not filled. Textbooks began to appear in increasing numbers in the local bookshops by the end of the year but the prices demanded were still from three to five times as much as reasonable, even when freight and commission were taken into account.

Most of the Committee Schools re-equipped themselves with furniture and in this they were aided towards the end of the year by a rehabilitation grant of \$28,230 (£3,293 10s.) by Government.

Temporary furniture was at first supplied to many of the Government schools, but this was later replaced by new furniture.

The normal curriculum which comprises the study of the mother tongue in all its branches, arithmetic, geography, hygiene, general knowledge, handwork, drawing, physical training and gardening was attempted but great difficulty was caused both by the lack of textbooks and by the fact that a leeway of four years had to be made up. Much can be done by teachers of special ability, but undiluted oral work is a great strain on both pupils and teachers.

Gardening did not get the attention it received in former years both for reasons connected with the special estate difficulties described above, and because fences had been destroyed and tools were unobtainable; but mention must be made of the Province Wellesley Schools which conducted their usual gardens competition with some credit. Illustrations show two of these school gardens. In Negri Sembilan, some 20 estate schools reopened their gardens, and there were a few good examples in other regions.

Singing received a fillip in Penang and Province Wellesley where ten schools took part in a singing competition in December.

The teaching of hygiene was made as practical as possible; it remains an extremely necessary and important subject.

Physical training suffered in many regions through a lack of training on the part of the teachers. Several schools conducted sports meetings and showed real keenness in this respect, but most schools now lack suitable grounds and equipment.

The school year for Government and Private schools consisted of three terms of a length approximate to that of the English schools. The estate schools followed their normal custom of two long terms, broken up by a considerable number of special holidays and local festivals.

Most town schools, both Government and Private, worked from 8 a.m. to 12.30 p.m. or 1 p.m. and some of the latter continued to conduct afternoon sessions for pupils attending English schools in the mornings. These sessions were usually for two hours and consisted of language study.

Hours at estate schools varied considerably as some estates reverted temporarily to the old experiment of opening school in the afternoons only, on account of the large proportion of pupils who worked in the field in the morning. The official hours of these afternoon schools were usually from about 2 to 5 p.m.

Of the staff of pre-war teachers, 36 were reported dead and 44 missing. Staffing difficulties were considerable. The salaries offered, though increased, were considered less adequate even than before the war, and the staffing situation was rendered all the more difficult by the fact that there were far more openings

in other types of employment than there were before, and the drift was correspondingly greater. Even a rubber tapper, with a wife and son in full employment, could at the prevailing rates earn as much as the average teacher; while salaries that would have been considered ridiculously high before were offered to temporary clerks. It is hoped, however, that by the placing of all the Indian teachers on a Government salary scheme, with their salaries guaranteed by Government, which implies security and regular increments for satisfactory work, the teaching career will become more attractive and the staffing position improve.

Of the 946 teachers, only 253 were trained. The position was best in Selangor, where 123 of the 253 teachers were trained: this was mainly due to the institution of training classes in pre-war years in this State.

Efforts were made to obtain more women-teachers, but the old Indian prejudice against women adopting careers still persisted among many sections of the community, and only a few came forward. As so many of the pupils are girls it is hoped that more women-teachers will be found in the coming year.

At the end of the year there were 91 women-teachers compared with 855 men teachers.

Most of the teachers in the Government Tamil schools lived in Government quarters. The living quarters of estate school teachers varied considerably in quality and ranged from pleasant bungalows down to small rooms in old-fashioned and dingy labourers' quarters. It must be admitted that the destruction and decay of the occupation years enhanced the housing difficulties on estates, but nevertheless, far too many teachers were expected to live in quarters which made it difficult for them to obtain the respect due to them from the parents of their pupils so that their problems of discipline and good school attendance were all the more increased. Estate managers, generally speaking, were not personally responsible for this state of affairs, and, towards the end of the year, the United Planting Association of Malaya agreed that when the new system of increased Government assistance came into force, estate companies should provide teachers' quarters similar to those allotted to their clerical staffs. Owing to the shortage and high cost of building materials it may be some time before this measure is widely brought into effect, but inquiries have already been received from managers about plans for buildings.

The Committee schools do not as a rule provide quarters for their staffs.

Although it was for the moment obscured by the immediate economic and other difficulties on estates and elsewhere, there was no doubt that there was in 1946 a keen desire, probably greater than before the war, for education in the mother-tongue. Both Tamils and Telugus cherish a keen devotion for their languages. This was shown, for instance, by the fact that in any district with even a small community of these people, where there was no regular school, an unregistered school usually sprang up.

The senior officer of the Indian Branch returned to Malaya in July and assumed duty as Assistant Director of Education (Indian). He paid visits of inspection to all States in the Union except Kelantan and Trengganu, and had discussions with the Departmental Heads, concerning the forthcoming change in the grant-in-aid system and the reorganization of the Indian Branch of the department, and saw the work of most of the training classes. He continued to supervise the work of the Assistant Inspectors of Indian Schools (one each in Kedah, Penang, Perak, Selangor, Negri Sembilan and Pahang). The pre-occupation personnel all returned to their posts. The Assistant Inspector in Pahang was a master from the staff of an English School, and carried out his inspections during the holidays. For 1947, however, a full-time Inspector will be appointed and will also visit the Kelantan schools. In Malacca, which was formerly visited by the Inspector from Penang, there was no officer available but a full-time Inspector for Malacca was appointed at the end of the year.

There were six Visiting Teachers, three in Perak, two in Selangor and one in Negri Sembilan.

The visits of all these inspecting officers were greatly hampered by the lack of transport. Many estate schools are situated at considerable distances, in some cases several miles, from the main roads and bus routes. It is often desirable for an inspecting officer to visit the Manager or his Chief Clerk as well as the school, and this may mean another journey of a mile or more. Even when bus services could be used, the times were often inconvenient, and much of the day was wasted. The new organization demanded much tighter control and therefore more frequent inspections. Fortunately the situation was improving towards the end of the year.

CHAPTER V.

SECONDARY EDUCATION—BOYS.

(i) GENERAL.

(a) *English Schools*.—English schools, i.e., those in which English is the medium of instruction in all subjects, are almost the only schools that can be regarded as giving a secondary education. There are, however, one or two Chinese schools that are secondary in nature or that have secondary classes and reference will be made to them later.

The English schools are preparatory ("feeder") schools for secondary schools or they are secondary schools with primary departments or they are purely secondary schools. Of the last class there were four in 1946—the Penang Free School, the Anglo-Chinese High School in Penang, the High School in Malacca and the Victoria Institution, Kuala Lumpur. A Primary school or department consists of the two Primary Classes and Standard I. A Middle school or department consists of

Standards II to V inclusive, a Secondary school or department consists of Standard VI upwards. A parent who sends his son to an English school hopes to keep him there until the end of the secondary course. The mission schools usually embrace in one building all their departments—primary, middle and secondary—as they prefer to keep their pupils under the one management from infancy to adolescence and expenditure on a multiplicity of buildings is thereby avoided.

During the period under review every effort was made to bring the English school system to its pre-war standard, but it must be remembered in considering this review of 1946 that average ages and numbers are higher than they would be in normal times.

Attendance at English schools is not compulsory. Pupils are normally admitted, irrespective of races or class, when they are six or seven years of age. They normally reach the School Certificate class when they are from 16 to 18 years of age. Some receive double promotion and it was not very unusual before the war to find boys of 15 and sometimes even of 14 entering for and passing the School Certificate examination. But "forcing" of pupils was discouraged for obvious reasons. The ages of the respective classes in 1946 show the effect of the special arrangements that had to be made to cater for pupils who had lost four years of education. It will take seven or eight years for abnormal ages to disappear from the standards in English schools.

The school fees, payable in monthly instalments, are \$30 (£3 10s.) a year for the first eight years for boys and girls and thereafter (in Standard VII and above) \$48 (£5 12s.). The fees in the former Unfederated Malay States were not the same as those quoted above, but adjustments were made so that fees in excess of the standard fees were reduced. But no increase in fees was made, i.e., in poorer districts lower fees were continued. In view of the shortage of equipment and textbooks it was not considered just to charge full school fees until the necessary equipment had been obtained, and until 1st May half fees were charged.

The arrangement regarding free places for Malay pupils was briefly as follows. If they passed Standard IV (or in some centres Standard III) in the vernacular school at an age enabling them to enter the English school before the age of 11, they were accepted as free scholars or given scholarships covering the fees. Some, in addition, were given more valuable scholarships of \$8 to \$10 a month (£11 4s. to £13 10s. a year).

Before the war, free education to children of races other than Malay was granted in necessitous cases but in the former Federated Malay States as a measure of economy no new remissions had been granted from 1936 onwards. A new schedule for the remission of school fees in English schools was issued by the British Military Administration and continued, with certain additional concessions, in force during the year. Details will be found in General Table V.

PUPILS IN BOYS' SCHOOLS ENJOYING SCHOLARSHIPS AND FREE PLACES.

Region.	Total Enrolment.	Government Free Places.					Government Scholarships.			Total Scholarships.	Non-Government Scholarships.					Total Non-Govt. Scho.	Total Free Places and Scho.	Per cent. of Free Places and Scho.
		Mal.	Chin.	Ind.	Eur.	Oth.	Mal.	Chin.	Indian.		Mal.	Chin.	Ind.	Eur.	Oth.			
Perak	9,072	472	672	366	35	3	101	..	..	101	11	42	38	1	..	92	1,741	19.2
Selangor	6,890	295	227	173	20	2	81	..	..	81	..	13	3	4	..	20	818	11.8
Negri Sembilan	2,647	121	157	214	11	..	31	..	..	31	..	13	14	11	..	38	572	21.6
Pahang	1,959	87	96	102	..	..	41	3	1	45	..	..	..	..	..	..	330	16.8
Penang	6,894	181	907	252	105	2	57	..	..	57	3	100	45	19	5	172	1,676	24.3
Malacca	2,075	80	279	74	114	..	17	..	..	17	..	2	2	..	..	4	568	27.4
Johore	3,110	1,394	265	192	16	..	..	..	..	..	..	..	..	..	..	..	1,867	60.0
Kedah	722	19	14	21	..	5	62	..	..	62	..	..	..	..	..	..	121	16.8
Kelantan	351	22	4	3	..	..	..	..	..	..	..	..	..	..	..	..	29	8.3
Trengganu	249	26	1	..	..	..	..	..	..	..	..	..	..	..	..	..	27	10.8
TOTAL	33,989	2,697	2,622	1,397	301	12	7,029	3	1	394	14	170	102	35	5	326	7,749	22.8

Briefly, approval was granted for remission of school fees as before 1936 with additional remissions for children whose fathers were killed by the Japanese or died under torture, for children whose parents were in receipt of relief, and for children in excess of two in any one family.

The number of *boys receiving free education* or scholarships during the period was 7,749. The percentage of boys receiving free education or holding scholarships was 22.8 per cent. Details of pupils receiving free education are shown in the table opposite.

The *number of non-vocational English Boys' Schools* and their enrolments at the end of November is shown in the following table:

	No. of Schools.	Enrolment.
Government Schools ...	43 ...	19,354
Aided Schools ...	22 ...	14,615
Private Schools ...	91 ...	10,998 (including girls)
Total ...	156 ...	44,967

This table excludes the three Private Hill Schools for European children which were not re-opened during the period. There were no English girls' schools in Pahang and only one in Negri Sembilan and the number of girls attending boys' schools in consequence (1,774) is included in this table. Co-education is not the policy of the Department of Education but exists where there are no girls' schools available.

The following table gives the *enrolment* in each State or Settlement on 30th November, 1946.

Enrolment on 30th November, 1946.

Perak	...	...	...	...	9,072
Selangor	...	...	...	...	6,890
Negri Sembilan	...	...	...	...	2,647
Pahang	...	...	...	...	1,959
Penang	...	...	...	...	6,894
Malacca	...	...	...	...	2,075
Johore	...	...	...	...	3,110
Kedah	...	...	...	...	722
Kelantan	...	...	...	...	351
Trengganu	...	...	...	...	249
					33,969

The *classes* from the lowest upwards are named Primary I, Primary II, Standard I, Standard II . . . Standard VII, Standard VIII and the School Certificate classes and pupils as a rule spend one year in each of these eleven classes. The "Special Malay Classes" are described on page 43. Special "Reconstruction" classes were formed in some schools to assist in the rapid re-classification of pupils. These are included in

the table below which gives the enrolment for each standard in the Union and the percentage of enrolment in each to that of the total enrolment.

Standard.	Enrolment.	Percentage of Total.
Primary I	6,400 ...	18.8
" II	4,341 ...	12.8
Reconstruction	1,121 ...	3.3
Standard I	3,679 ...	10.8
" II	2,829 ...	8.3
" III	2,788 ...	8.2
" IV	2,436 ...	7.2
Special Malay	2,542 ...	7.5
Standard V	2,244 ...	6.6
" VI	1,874 ...	5.5
" VII	1,484 ...	4.3
" VIII	1,218 ...	3.6
School Certificate	1,013 ...	3.0
Total	33,969 ...	99.9

In normal times, the Aided schools are given a free hand in the matter of *promotions* and are left to arrange these themselves in accordance with the principles set out in the Education Code. Government schools that are complete within themselves, i.e. with primary, middle and secondary departments under the one management are also delegated with the responsibility of selection. But in certain centres, namely, Penang, Malacca, Kuala Lumpur and Seremban, the Government Secondary schools have a number of feeder schools and some special system of selection is necessary. During the period under review, as already explained, every effort had to be made to distribute as quickly as possible the abnormally high number of admissions rendered necessary as pupils were found to be of most varied attainments. Those who came from cultured and educated homes had been taught in secret by their parents and their uneven progress required that they should concentrate on one or two subjects before receiving rapid promotion to the highest class for which they were fit. An unexpected phenomenon in this connection was that as a result of secret study, and for other obscure reasons, literacy in English appeared to be much wider than before the war. By a combined process of careful testing and observation, classification was kept fluid and the excess of younger pupils distributed as widely as possible. For 1946, the superannuation rules as prescribed by the Education Code were not, therefore, applied.

The average *ages* in the various classes were for obvious reasons abnormal, but for the sake of comparison with those of a normal year the following table is given, showing in two large

Departments of Education the average ages for 1946 and for 1938 (the last year in which full statistics were collected as during the war years full statistics were not given).

Standards. (Average ages in Years and Months.)	End of 1938.		IN NOVEMBER, 1946.			
			Perak.		Penang.	
	Yrs.	Mths.	Yrs.	Mths.	Yrs.	Mths.
Primary I	7	10	8	7	8	0
" II	8	10	10	5	9	6
Standard I	9	10	12	0	10	11
" II	10	10	13	2	12	4
" III	12	0	14	4	13	10
" IV	13	2	15	4	14	6
Special Malay I ..	11	7	12	11	14	2
" II	12	6	14	1	14	8
Standard V	13	10	16	3	15	5
" VI	14	11	17	3	16	7
" VII	16	0	18	1	17	6
" VIII	16	10	19	1	18	3
School Certificate ..	17	10	20	3	20	7

As for the *racés* of the pupils in English schools, they come from all parts of the world and there may be as many as seven or eight different mother-tongues represented in the normal enrolment of the lowest primary classes. Few children know English when they are admitted to that class; even Malay, the *lingua-franca* of the country, is not known to many children of their age. In consequence, English, the medium of instruction, must be taught by the "Direct Method". Teaching from the beginning through the medium of a foreign tongue constitutes a special problem. There were very few European children and the main races represented are to be found divided among schools as follows:

Malays, chiefly at the Government schools; Chinese and Indians almost equally divided among all schools; Eurasians, chiefly at the Christian Brothers' Schools.

The diversity of races (though not the diversity of tongues as those classified as "Chinese" speak a number of dialects, and the "Indians" represent a number of languages) is shown in the following table giving numbers at the end of November, 1946:

Races.				Enrolment. Nov., 1946.	Percentage of Total.	
Malays	...	...	...	6,535	...	19.2
Chinese	...	...	...	16,979	...	50.0
Indians	...	...	...	9,254	...	27.2
Europeans and Eurasians	...	...	...	1,086	...	3.2
Others	...	...	...	115	...	.3
Total				33,969	...	99.9

It will be noted from details given in this table that Chinese formed the majority of the pupils. Malay boys who come from vernacular schools after passing Standard IV or in some centres Standard III are as far as possible placed in Special Malay Classes in which they are given an intensive course in English. They spend two years in these special classes and at the end of that period they are expected to be fit to go into Standard III or Standard IV. Occasionally there are boys good enough to go into Standard V. They generally come from the Malay School

with no knowledge of English but they have learned arithmetic, geography, etc., and they are familiar with the romanized script. They concentrate on English during their first years in the English school, but Malay finds a place on their time table later and they always enter for Malay in the School Certificate Examination. The pupils in the Special Malay Classes in 1946 were selected from the best of those who should have been admitted in 1942 and subsequent years.

There is a very generous system of free places and scholarships, and hostels are normally provided in all large centres for Malay boys. In 1946, most of the hostels were still occupied by the Military Authorities or it was not possible to accommodate boys in them because of the cost of board. An illustration shows the dining room of the hostel in King George V School, Seremban. It is possible for a bright Malay boy to make his way by means of scholarships from the village school to the secondary English school and from there to Raffles College, the Medical College or any of the institutions for higher education in Malaya or even, by means of the Queen's Scholarships and other scholarships available locally, to Universities in Great Britain. The ambitious Malay boy who possesses ability and tenacity of purpose is given every encouragement. It is one of the aims of the training given in the schools to produce an increasing number of Malay boys with ambition and character to aspire and succeed.

The *Supervisor system*, which was introduced in Penang in 1938, was later extended to Selangor and Negri Sembilan. Under this arrangement a "Group Supervisor" and/or a "Primary Supervisor" regularly visit a group of Government "Feeder" schools with Primary and Middle departments. The post of Group Supervisor, Penang, was not filled owing to lack of staff but there were Primary Supervisors in Selangor and Negri Sembilan. The duty of these supervisors was to advise and stimulate, to teach in the schools and to be responsible for the teaching of Primary Method in the normal classes for students in training. In addition, they undertook special assignments such as assisting in the Oral English Examination of Cambridge School Certificate candidates.

It will be readily understood that the provision of school equipment was one of the major post-war problems. Even by the end of the year private school suppliers had received practically no new stocks, and the stores ordered through the Colonial Office were only just beginning to trickle through. With the exception of some of the schools belonging to the Catholic teaching orders and of one or two specially occupied by the Japanese and later by the British, schools lost all furniture and equipment. The anxiety of parents and pupils for the return of educational facilities made light of these difficulties, however. Some of such furniture as had escaped the furnace was borrowed and returned to rightful owners; other furniture was borrowed from private individuals and associations, the Public Works Department, and the Custodian of Enemy Property. One pupils brought their own stools; many sat on the floor. Some Headmaster at no cost to the department succeeded, with the help of older pupils, old boys and resident military personnel, in knocking together from Japanese packing cases and other timber chairs and desks for over half his enrolment. Other schools

sacrificed precious ping-pong tables to form blackboards. Eventually, with the assistance of Government grants and with a great deal of self-help, sufficient furniture had been "begged, borrowed or generally acquired" to provide sufficient temporary furniture for all.

The Japanese dumps supplied most of the early material such as slates and pencils, chalk, paper and ink.

Textbooks were a great problem. Few books survived the occupation and book-sellers charged as much as five times the pre-war prices for textbooks and seven or eight times the pre-war price for exercise books. The store of books found in Singapore helped considerably, but did not provide sufficient for class sets. An indication of the scarcity of books is given by the number of available books accepted as set books by the Cambridge Local Examinations Syndicate. This number was no less than 28! Towards the end of the year the situation became easier as regards the supply of consumable teaching material, but the lack of the more expensive apparatus such as maps, library books and specialized equipment for science, art and workshops was most severe.

While essential repairs to school buildings were carried out wherever possible by the British Military Administration and the Public Works Department, some schools are still in a sorry state. The restoration of many will be costly. An illustration shows the school assembly at Batu Road School, Kuala Lumpur, and incidentally gives some idea of the dilapidation of the building.

Transport proved to be more of a problem than it was before the war. Few cars remained for use of the civilian population and the bus services bore no comparison with those of pre-war days. In Perak, for instance, 65 per cent. of the pupils walked to school, 30 per cent. rode bicycles and 5 per cent. used other means of conveyance. Bus services were not dependable, and a long walk to and from school when food was scarce and the incidence of malnutrition high, proved a poor preliminary to efficient school work.

The English schools are all situated in cities and towns. They are normally open for at least 191 school days (Mondays to Fridays inclusive) a year, in most cases for one session daily from 8 a.m. till 1 p.m. Some schools opened in the afternoon and on Saturdays for preparation and for extra classes. Owing to the requisitioning of buildings it was not found possible in 1946 for all schools to have morning sessions, but towards the end of the year there were only few which had to resort to afternoon sessions. Practically all schools had sessions from 8 a.m. to 1 p.m. or 8.30 a.m. to 1.30 p.m. The fact that at first all work was oral, and that transport arrangements could not always be depended upon led to relaxation of normal regulations and school hours were shortened.

All schools were doing their best at the end of the year to provide teaching in the usual *subjects*—English in all its branches, arithmetic, geography, history (stories of world history to begin with, some English history in the middle school and British Empire history in the final secondary classes), hand-work (drawing, arts and crafts), hygiene and physical training.

mathematics and languages where required. Shortage of staff, an abnormal number of untrained and temporary teachers (to fill vacancies and to cater for the large number of additional classes) and a lack of essential materials were, however, serious handicaps. Different regions had their own ways of approaching this problem. In Penang, for instance, emphasis at first was placed on English and arithmetic while all other subjects were the basis of occasional refresher lessons. An illustration shows a dramatized English lesson in progress at Batu Road School, Kuala Lumpur. In almost all centres art and hand-work were the subjects which had to be sacrificed, mainly owing to the lack of materials, and qualified staff. Hand-work was not given up in the lower classes, however, where easily-obtainable materials could be used. Singing was included in all classes. Monthly singing and Shakespearian recitals at Seremban proved both socially and educationally valuable. The appointment in the middle of the year of a *Music Supervisor* had already had valuable results by the end of the year in the renewed interest of staffs and pupils in good spoken English and in singing and music generally. Many regions included the teaching of languages as part of the school course; included in the languages taught were Malay, Tamil, Chinese, Punjabi and Latin.

Hygiene was taught in all schools and is mentioned again in Chapter X.

The teaching of *Science* was badly handicapped by the lack of laboratory apparatus. St. Michael's Institution, Ipoh, was the only school with a laboratory in working order at the time of the re-occupation. In spite of this, science was taught in some form or another at the Anderson School and the Anglo-Chinese School, Ipoh, the Victoria Institution, Kuala Lumpur, the Penang Free School, King George V School, Seremban, and the Sultan Abdul Hamid College, Alor Star. All schools with science departments were anxiously awaiting the arrival of science equipment from England and the co-ordination made possible by the appointment of a *Science Supervisor* (See Chapter II).

Physical training was included in all schools although it had often to appear in a modified form owing to the physical condition of pupils. Illustrations show physical training exercises in Batu Road School, Kuala Lumpur, and Sultan Abdul Hamid College, Alor Star. Since the return in May of the Superintendent of Physical Education, he has been largely occupied with the instruction of student teachers at the Sultan Idris Training College.

School games are referred to in Chapter X.

Examinations are discussed in Chapter VII.

Libraries completely disappeared in most schools but a start was made to re-stock them. In Perak, in particular, boys and staffs provided a nucleus of books in many schools and progress could be regarded as satisfactory. In many schools Old Boys' Associations gave special help with libraries and games equipment. An illustration shows the library at the Penang Free School. The first steps towards re-stocking have been taken.

Cinematograph projectors disappeared but the value of this visual aid has not been overlooked and much exploratory work has been done in the direction of the use of film strips. An

illustration shows a class watching a film strip demonstration. It also shows the mixed character of the class (Tuanku Muhammad School, Kuala Pilah). Gramophones and Wireless Receiving sets disappeared with all the other equipment, but a few sets were made available by the Department of Public Relations in the middle of the year. Thirty-six sets were purchased at the end of the year in consultation with the Department of Broadcasting and close co-operation had been established with the Deputy Director in charge of Schools Broadcasts.

Literary and debating societies rapidly revived in schools with secondary departments, and in some middle schools, and practically all school magazines re-appeared, or were in the press at the end of the year. Other institutions, such as *Geographical, Thrift, Musical Societies*, revived and an *Entertainment Society* at the Clifford School, Kuala Lipis, proved a most valuable organization in assisting pupils to overcome shyness and in providing much needed recreational interest.

All schools celebrated Empire Day and Victory Day with much enthusiasm, most schools taking an active public part in the latter. In addition, many schools observed Armistice Day and revived their prize-giving celebrations and Parents' Days. The Penang Free School, the oldest school in Malaya, celebrated its 130th anniversary during the year and the Victoria Institution held a belated celebration of its Golden Jubilee which actually occurred in 1942.

A start was made with reviving school *gardens* and about twelve schools had gardens by the end of the year. Large numbers of boys had home gardens. A "Grow-More-Food" campaign was held in the first half of the year which encouraged the opening up of land for gardens and many pupils competed in the Poster Competition held in connection with this. An illustration shows the opening up of land at the Penang Free School. Johore had the finest record in this connection. All Johore English schools had vegetable gardens and some had flower gardens, organized either by classes or houses. In one school, the Scouts had a garden plot. In the "Grow-More-Food" campaign, one small school grew 322 katties ($4\frac{1}{2}$ cwts.) of sweet potatoes, 185 katties ($2\frac{1}{4}$ cwts.) of maize, 1 katty ($1\frac{1}{2}$ lbs.) of groundnuts, and 151 home gardens produced 59 piculs ($3\frac{1}{2}$ tons) of assorted vegetables. In all, in Johore, 491 boys cultivated their own home gardens.

The number of *teachers* at the end of the school year in Government and Aided boys' schools was 1,191, 1,059 being men and 132 women. The total enrolment of the schools at that date was 33,969 and the average number of pupils to a teacher was 28.5. In 1938 the proportion was 26.

The races of the teachers were as follows:

Malays	...	...	...	...	...	103
Chinese	...	...	...	...	...	517
Indians	...	...	...	...	...	382
Eurasians	...	...	...	...	...	127
Europeans and Americans	...	...	...	...	...	55
Others	...	...	...	...	...	7

Details of the nationalities and qualifications of all teachers in Government and Aided schools will be found in Appendices II and III.

The *European Mistresses* in Government boys' schools teach in the primary department (that is, in the first three classes of the school) or supervise the work in that department, and possess the Higher Froebel Certificate or some similar qualification. The missionary teachers are of two classes (i) members of the Roman Catholic Monastic Teaching Orders who possess the teaching qualifications required by the Orders to which they belong, and (ii) Missionary Teachers who are not members of Monastic Orders and who as a rule possess British or American teaching qualifications.

Details of the recruitment and training of teachers will be found in Chapters VIII and IX. Women teachers in boys' schools are on the same salary scale as similarly qualified teachers in the girls' schools (Chapter IX).

The *salary scheme* for trained local men teachers is \$130 a month, rising by annual increments of \$10 a month to \$300 (£182 a year rising by increments of £14 to £420). Five per cent. of the trained local teachers can be given superscale salaries of \$350 a month (£430 a year) and yet another five per cent. superscale salaries of \$400 a month (£560 a year). Local teachers with degrees of Universities within the British Empire approved by the Director of Education, Malayan Union, receive in addition a pensionable allowance of \$25 a month (£35 a year). Locally recruited teachers who possess the qualifications for admission to the Malayan Educational Service may be appointed on a salary scale ranging from \$320 to \$640 per month (£448 to £896 a year). Men missionary teachers receive \$250 a month (£350 a year). European masters in Government schools receive \$400 a month rising by annual increments of \$25 a month to \$800 (£560 a year rising by annual increments of £35 to £1,120). For these European Masters there are a number of superscale posts at salaries ranging from \$850 a month to \$1,050 a month (£1,190 a year to £1,470 a year).

The Government pays pensions to European Masters and Mistresses and trained local teachers in Government schools. The maximum pension that may be drawn is two-thirds of the final salary, and it is earned by 35 years' service. The normal retiring age is 55 though a man may be given permission to retire at 50 and a woman may be required to retire on reaching 45. The Government and the lay teachers in the aided schools contribute equal amounts to provident funds established for the benefit of these teachers.

The *Malay College*, Kuala Kangsar, which is controlled by a Board of Governors is here mentioned separately because it is the only entirely residential school in the country, except for the three private hill schools for European girls and boys. It is for selected Malays. In normal times it had an enrolment of approximately 140 pupils drawn from the four States of Perak, Selangor, Negri Sembilan and Pahang, and from the other Malay States and from Brunei and Sarawak. The building was requisitioned for a large part of the year when it was used as a hospital. After its de-requisitioning, the Principal was occupied in making preparations for the re-opening of the College to take place in January, 1947.

The numbers and enrolments of *Private* (i.e., *non-Aided English Schools*) at the end of the year were as follows :

Region.	No. of Schools.	Total Enrolment.
Perak	25	2,731
Selangor	27	3,691
Negri Sembilan	9	1,217
Pahang	1	67
Penang	6	1,065
Malacca	3	381
Johore	12	708
Kedah	7	1,017
Trengganu	1	121
Kelantan	Nil	Nil
Total	91	10,998

These figures include girls. Owing to the shortage of staff and other reasons it has not been possible to get complete statistics from all Private English schools.

The total enrolment was distributed as follows :

Primary I	3,895
Primary II	2,576
Reconstruction	41
Standard I	1,741
Standard II	894
Standard III	582
Standard IV	367
Special Classes	314
Standard V	282
Standard VI	162
Standard VII	74
Standard VIII	23
School Certificate	47
Total	10,998

There were, in all, 355 teachers employed in these private schools. A very small proportion were graduates or trained teachers; the remainder had a variety of qualifications descending in certain of the former Unfederated Malay States as low as Standard VII. Such low classifications would not be recognized under the former Federated Malay States, Straits Settlements or Johore Registration of Schools Enactments and the matter awaits attention as soon as action can be taken.

The classification of these teachers by race is as follows :

Europeans	4
Malays	10
Chinese	145
Indians	167
Eurasians	29
Total	355

The number of private schools is considerably lower than the number in 1938. Many former private school teachers became temporary Government teachers; and some of the private school buildings suffered from the neglect of the past four years and school proprietors were not able to re-open them. Of the schools open at the end of 1946, approximately 30 were schools maintained by religious bodies and could mainly be regarded as overflow schools to their normal institutions. One school in Penang was maintained by the American Methodist Mission entirely for girls and is included here for the sake of convenience. Of the number of private schools in Negri Sembilan, four were Government afternoon schools and one was maintained by the Malay Regiment.

The fees in most of these schools were the same as in Government and Aided schools but a few charged fees at a slightly higher rate with graduated increases for higher classes.

Before 1942, it had become possible to pay increased attention to private schools and there was a corresponding co-operation between most of the larger schools and the department. Schools were invited to apply for Efficiency Certificates and a satisfactory number obtained them. Teachers were encouraged to improve their qualifications by attending special training classes. Associations of teachers in private schools were springing up and taking an interest in professional affairs. The Selangor Association, for instance, sponsored classes in phonetics for which they paid a qualified instructor. It was not possible to conduct a close enough inspection of private schools in 1946 to warrant the issue of Efficiency Certificates and the school staffs, for their part, were generally too new and unorganized to initiate any corporate activities.

(ii) VOCATIONAL.

Technical Education.—Information regarding the Technical College, Kuala Lumpur, will be found in Chapter VI.

Commercial Education.—In 1946, full-time Commercial Education in the Malayan Union was given in one Government day school in Penang. There were commercial evening classes in Penang, Ipoh, Kuala Lumpur and Johore Bahru, and afternoon classes in Kota Bharu. In Penang, Kuala Lipis and Batu Pahat commercial subjects were included in the curriculum of certain Government or Aided schools.

Full-time Commercial Education.—The Government Commercial Day School, Penang, as in 1941, prepared pupils for the London Chamber of Commerce Examinations in commercial arithmetic, book-keeping, elements of commerce, English, commercial geography, handwriting, shorthand and typing. Most of the students admitted were over 20 years of age and wanted a very short course for the purpose of obtaining a certificate which was easily obtained. The school was centrally-situated and was still occupied by the military authorities so that makeshift accommodation had to be made for the use of a few typewriters, books and other items of equipment. The examination was obtainable for the use of the schools had to be very

CHAPTER IX.

FEMALE EDUCATION.

A.—PRIMARY.

(a) MALAY VERNACULAR SCHOOLS FOR GIRLS.

It is not necessary to preface this section of the report on vernacular schools with an account of the state of affairs during and immediately after the Japanese occupation. All that has been said in Chapter IV concerning the boys' schools applies to the girls' schools as well: the only difference was that enrolments fell and teachers temporarily disappeared with even greater rapidity than in the boys' schools. Many girls' schools were closed throughout the occupation and comparatively few girls continued to attend the boys' schools.

The anxiety of parents to send their girls to school was every year increasingly noticeable before the war. In 1946, it was greater than ever. This was particularly so in Malacca, where doubtless the influence of the Malay Women's Training College was more directly discernible. Owing to the lack of opportunity for girls to obtain a sound education during the war years, Heads of local Departments of Education were faced with the problem of finding room not only for the hordes of small boys who should have been well on their way to the top of the school, but also for their sisters who sought accommodation in the same building when, as was frequently the case, no separate girls' school was available. The inevitable result was overcrowding, a concession to the unusual circumstances of the day.

At the end of the year the *number of girls* attending schools was 40,377. Of this number 25,519 girls were attending boys' schools, although, as explained in Chapter IV, co-education is not the official policy of the Department. The number of girls in boys' schools was 22.3 per cent. of the total enrolment of those schools; and if there were room for them, there is no doubt that still more girls would attend. It is unfortunate that the cessation of building during recent years and the expense of building at the present time necessarily retarded to some extent the spread of education among Malay girls.

Appendix VIII shows the number of schools for girls and their distribution. The average enrolment was 14,857, and average attendance 13,172.

As in the Malay boys' schools, education is free. The school hours and terms are the same and the full course normally lasts for five years. At the end of the year the percentages of girls in the different standards of girls in all schools was:

Standard I	...	...	...	59.1 per cent.
.. II	...	...	...	21.4
.. III	...	...	...	12.1
.. IV	...	...	...	4.9
.. V & VI	...	...	...	2.5
				100

As in the boys' schools, the large number of children who were new to school, though over the normal age for admission, swelled beyond normal proportions Standard I and even Standard II to which the brighter pupils were sometimes promoted in the course of the year.

Much of the information given in Chapter IV in the account of the boys' schools applies equally well to the girls' schools and need not be repeated. The *curriculum* was similar to that in the boys' schools, with needlework in place of basketry. A wide difference in the quality of school work was to be found in the various States and Settlements, in proportion to the amount of supervision and teaching available from Lady Supervisors or teachers with College training. The number of these is increasing, to the evident advantage of the girls' schools. In general, the untrained teacher is more eager to learn from her trained colleague, and less shy and conservative than she was a few years ago.

Needlework, craft-work and domestic science naturally play a large part in the work of girls' schools, and of girls in boys' schools. The very considerable difficulty in obtaining either cloth or thread restricted needlework, but the older girls were taught to repair their own clothes and the younger were given instruction in simple stitches on any small piece of cloth they could manage to bring to school. Articles made by pupils were in size rarely more ambitious than a small handkerchief. Other hand-work was taught, particularly mengkuang (screw-pine) weaving of bags, fans, and other useful articles. Weaving has always been a popular activity on the east coast. An illustration shows a loom in use at the Tengku Ampuan Meriam Girls' School at Kuala Trengganu.

Cookery and laundry work were not commonly taught, but considerable efforts to recover pre-war standards in this respect were made in some States and Settlements. In Penang, the kitchens were found to be generally in very poor condition, but the arrival of the Domestic Science Supervisor from leave at the end of the year stimulated interest in cookery and laundry work. In Malacca, in the second half of the year every girls' school tried both cookery and laundry lessons, and this teaching was extended to the girls in six of the boys' schools, to the evident pleasure of parents as well as children. In Negri Sembilan, arrangements had been made for the immediate resumption of domestic science teaching by the end of the year. In Perak, laundry work, cookery and housewifery were taught in seven schools where there were sufficient girls in Standards IV and V. In Johore, there was a special domestic science school which catered for a few girls from two neighbouring Malay schools in addition to its own small enrolment of 22. Illustrations show work in progress at this school. The pupils from the Malay schools attended cookery classes only, as needlework is included in the syllabus of their schools. The regular pupils of the domestic science school were given, in addition, a very varied course in needlework.

Physical Training in the comparatively recent past was regarded with suspicion in girls' schools. To-day it is practised with enthusiasm, and teams of Malay girls with their instructing

teacher in command are to be seen at District and State Competitions. It is not perhaps a very Amazonian type of physical training which is seen at such displays; but it is pleasantly lacking in self-consciousness and ever increasing in popularity.

Nine hundred and sixty-five girls in all schools took the *Standard V* examination, and 708 passed, a percentage of 73.3. Of the 97 who took *Standard VI*, 49 passed. Table IIb shows pupils of Malay schools by standards and ages. The normal age of six or seven for *Standard I* up to 11 or 12 for *Standard VI* has in many cases been exceeded (though not to so considerable an extent as in the boys' schools) and this is due to the high percentage of absentees during the Japanese occupation who have now returned to school.

The administration and inspection of Malay girls' schools is included in the system outlined in Chapter IV. There is in addition, the great help afforded by the Principal and staff of the Malay Women's Training College, Malacca, in visiting schools, particularly where College-trained teachers are at work. In 1946, an important step was taken for the good of Malay girls' schools (as for all girls' schools) by the appointment of an Assistant Director of Education for girls' schools. This officer had previously held the post of Principal, Malay Women's Training College, and had thus a particularly intimate knowledge of the Malay girls' schools. The number of Malay Lady Supervisors is increasing: there are now two in Penang, one in Perak, one in Negri Sembilan, one in Selangor (though she was in 1946 temporarily employed in other work), and one in Johore. Two more appointments are to be made early in 1947, and there are four potential supervisors in training at Malacca.

The number of women teachers was 745, of these a few taught in boys' schools. The number of trained teachers was 106, of untrained 366 and of pupil teachers 273. Malay teachers are not required to cease teaching on marriage.

Twenty-three women teachers died during the occupation period, and of these deaths only three were due to causes other than sickness: the sickness, however, may well have been mainly due to economic conditions and the impossibility of obtaining adequate food.

(b) CHINESE VERNACULAR SCHOOLS FOR GIRLS.

Schools exclusively for girls are few in number. There are in the Malayan Union 27 girls' schools, but as they nearly all admit boys in the lower standards they are, like most Chinese schools, strictly speaking "mixed" schools. The Convent schools are among the few which admit no boys. An illustration shows Young China at school at the Buddhist Girls' School, Penang.

What has been said about boys' schools in Chapter IV may be taken as representative of girls' education as well.

The total number of girls attending school in 1946 was 48,248 as against 123,853 boys giving a ratio of one to 2.6.

(c) INDIAN VERNACULAR SCHOOLS FOR GIRLS.

Four of the former five Indian Schools for girls reopened in 1946. They were all managed by Roman Catholic Mission and all had a few boys in the primary classes. These schools were at Taiping, Ipoh, Penang and Kuala Lumpur. The girls' school at Seremban had not reopened by the end of the year.

These schools, which follow the same curriculum as the boys' schools, have always maintained a moderately high standard of work, and during the year they made good progress towards the recovery of lost ground. Their furniture and general equipment soon approached pre-war conditions. Clothing and general cleanliness were good, and health very fair.

The largest of these schools is the Convent Tamil School at Penang where the illustration was taken. This is a fine building constructed in 1937 at a cost of \$40,000. It was fortunate to escape damage from bombing though buildings near by suffered severely. The 1941 enrolment was about 325; in 1946 the average was 193.

No fees were charged at Kuala Lumpur (St. Joseph's Tamil School); at the others, fees were payable, but many girls were admitted free. The total number of girls in these schools at the end of the year was:

Selangor	...	...	...	...	...	125
Penang	...	...	...	...	...	193
Perak	...	...	...	...	...	229

Except for these mentioned above Indian Vernacular Schools are mixed schools, and girls formed 40 per cent. of the total enrolments; they numbered altogether 12,873. They do well in competition with boys and, as they cannot (or do not) become wage-earners at so young an age as the boys, they predominate in the higher standards.

B.—SECONDARY EDUCATION.

Most English girls' schools are self-contained having all classes from the bottom to the top, that is, including primary, middle and secondary departments. There are however nine schools with only primary and middle departments. In general, the schools are organized along the same lines as the boys' schools described in Chapter V above.

In 1946, there were 31 Government or aided girls' schools in the Malay Peninsula. They were as follows:

Government English schools	...	...	...	6
Convent schools of the Dames de St. Maur	...	...	...	15
Methodist Girls' schools	...	...	...	6
Church of England schools	...	...	...	2
Convent schools of the Canossian Institute	...	...	...	1
Schools of the Plymouth Brethren	...	...	...	1
Total	...	...	...	31 schools

There were also 15 Government English schools for boys and 4 boys' aided schools which (in 1946), as before the war, admitted girls in districts where there were no girls' schools. Only one private school exclusively for girls existed; it is mentioned in Chapter V under Private Schools for boys.

The total enrolment of girls in Government and aided schools including girls in boys' schools (1,774) was 17,806.

Before the war, without exception, these schools were well built and well equipped. The furniture was modern and comfortable and there were ample supplies of books, apparatus and pictures. Every school had at least one piano, most had gramophones with a good selection of records and some had wireless sets. Most of the senior schools had domestic science rooms and good stocks of material for crafts and needlework. The primaries were usually particularly well stocked with small tables and chairs, low wall blackboards, a variety of media for drawing and writing, picture books, and apparatus and pictures lovingly collected by teachers over a period of many years. Many schools had excellent playing fields attached to the school, and even where the grounds were small there were shady trees and flowers. Towards the end of 1941, a few schools were requisitioned for military purposes and this necessitated morning and afternoon sessions in other schools to accommodate all the students.

As soon as the country was liberated the schools were reopened, most of them in September, 1945, though a few had to wait for accommodation and teachers. Many schools had to share premises, for example, St. George's Girls' School in Penang was housed in three separate buildings for afternoon sessions. Most schools had got back into their own buildings by the end of 1946, although the Sultan Ibrahim Girls' School was still housed in the Johore Bahru Government offices. A corridor in the French Convent, Penang, is the subject of an illustration.

Conditions in girls' schools as regards equipment and buildings were similar to those already described in Chapter V for boys' schools. Schools were generally in a filthy condition and were in many cases scrubbed clean by teachers and pupils. The building of the Methodist Girls' School in Malacca had been used as a barracks for Japanese soldiery, as a Japanese propaganda model school and again as a barracks successively for the Malayan Peoples' Anti-Japanese Army and Indian troops. It was a shambles and two days of hard scrubbing on the part of teachers and girls was needed to make the place barely habitable. All the furniture was gone. Some was recovered in a general sorting out of what could be collected from various Japanese schools; some was improvised from Japanese sleeping platforms; some was borrowed. But the school was reopened. The aided schools shared the rehabilitation allowances already mentioned and by the end of the year sufficient utility furniture had been provided to give most classrooms a normal appearance, though good pictures, pianos and apparatus were scarce. A kindergarten class at the Penang Convent is illustrated.

The classes in girls' schools had the same titles as those in boys' schools. Reconstruction classes for girls were organized in Selangor. Special Malay classes for girls existed only in

Johore. The following table gives the enrolment by standards and the percentage of the enrolment of each standard to the total enrolment:

Standard	Enrolment	Percentage of total enrolment
Primary I	3,485	21.8
" II	2,968	18.5
Reconstruction	784	4.9
Standard I	2,090	13.0
" II	1,560	9.7
" III	1,238	7.7
" IV	1,121	7.0
Special Malay Classes	246	1.4
Standard V	919	5.7
" VI	588	3.7
" VII	474	3.0
" VIII	290	1.8
School Certificate	246	1.5
Commercial Classes	23	.14
Total	16,032	99.8

Class organization was difficult. Many over-age children were attending school for the first time and adolescents in the junior schools and grown-ups in the secondary schools presented many problems. By the end of 1946, however, a more normal arrangement had become possible. Examinations were held two or three times during the year and double promotions were made where pupils showed sufficient progress. Most of the over-age pupils incapable of rapid progress left during the year. For instance, the Anglo-Chinese Girls' School in Ipoh which opened in October, 1945, with seven Primary I classes and one Primary II class, had by the end of the June, 1946, only three Primary I classes and two Primary II classes. This was typical of what happened in many of the larger schools. The following table shows enrolments in girls' schools by States as on 30th November, 1946:

Enrolment as at 30th November, 1946.

Name of State.	Enrolment.
Perak	3,129
Selangor	5,498
Negri Sembilan	850
Pahang	—
Penang	3,706
Malacca	1,545
Johore	1,066
Kedah	114
Kelantan	124
Trengganu	—
Total	16,032

The average ages of pupils in the different classes in Penang and Perak are shown in comparison with those of 1938 :

Standard.	1938.	November, 1940.	
		Perak.	Penang.
Primary I	7.6	8.4	8.4
„ II	8.5	9.9	9.8
Standard I	9.6	12.0	11.1
„ II	10.4	13.3	12.3
„ III	11.8	14.8	13.9
„ IV	12.6	15.7	14.8
„ V	13.8	15.10	15.9
„ VI	15.2	17.2	16.11
„ VII	16.1	18.0	17.5
„ VIII	17.0	18.4	18.0
School Certificate ...	17.9	19.6	20.1

The races in English girls' schools were as follows :

		Percentage of total enrolment.
Malays	1,168	7.6
Chinese	9,339	58.
Indians	4,224	26.3
Eurasians	1,123	7.0
Others	178	1.1
Total	16,032	100.0

The school fees, payable in monthly instalments are \$30 (£3 10s.) a year for the first eight years and thereafter in Standard VII and above \$48 (£5 12s.). (The fees in the former Unfederated Malay States were not the same as those quoted above, but adjustments were made so that fees in excess of the standard fees were reduced. No increase in fees was made; in poorer districts lower fees were continued). In view of the shortage of equipment and textbooks it was not considered just to charge full school fees until the necessary equipment had been obtained, and until 1st May, half fees were charged. Free education was granted under the same conditions as for the boys (see Chapter V). Full details appear in the following table :

PUPILS IN GIRLS' SCHOOLS ENJOYING SCHOLARSHIPS AND FREE PLACES.

Total enrolment.	GOVERNMENT FREE PLACES.					GOVERNMENT SCHOLARSHIP.				NON-GOVERNMENT SCHOLARSHIP.					Total free places and scholarships.	Per cent. of total enrolment.			
	Malays.	Chinese.	Indians.	Eurasians.	Others.	Total.	Malays.	Chinese.	Indians.	Total.	Malays.	Chinese.	Indians.	Eurasians.			Others.	Total.	
5,498	48	118	88	20	1	275	19	..	..	..	19	1	11	5	5	..	22	316	5.8
850	31	36	87	16	3	173	..	..	..	..	..	..	24	9	10	..	43	216	28.0
3,129	40	219	120	31	3	413	2	..	..	..	2	..	23	23	4	..	50	465	14.9
3,706	486	35	97	69	2	689	..	..	..	..	..	..	..	..	..	..	..	689	18.6
1,545	..	152	49	126	1	328	1	..	..	..	1	2	6	3	..	..	11	340	22.0
1,066	241	72	53	4	..	370	1	..	..	..	1	..	..	..	..	..	..	371	34.8
124	2	..	2	..	..	4	..	..	..	..	..	..	..	..	..	..	..	4	3.2
..
114	2	3	..	..	..	5	..	..	..	..	..	..	..	..	..	..	..	5	4.4
16,032	850	635	496	266	10	2,257	23	..	..	..	23	3	64	40	19	..	126	2,406	15.0

Malay girls if they get a satisfactory pass in Standard III of a vernacular school and are at a reasonable age, are eligible for free education at the English school and if they are specially good they may also in the Federated Malay States receive scholarships of \$10 a month (£14 a year). The conditions governing these awards are the same as for the parallel awards for the boys (Chapter V). Malay girls were given special attention so that they would be able to take their place in the higher classes at an age not markedly beyond that of the girls of other races who go to the English school without any preliminary vernacular education.

The curriculum was returning to normal though science and housecraft had to be neglected through lack of equipment. Some sewing was done with the very small amount of material available and some fine work was accomplished by the conversion of old garments and the use of scraps for slippers, bags, patchwork, toys and the like. Some handwork exhibits at St. George's Girls' School, Penang, are illustrated. Art teaching was hampered by lack of materials. In many schools extra time was given to the study of English. Some schools reported that arrangements were made for the teaching of the mother tongue of the pupils but others were unable to make a start owing to the lack of suitable teachers or other difficulties. Singing and drill continued to be taught in every school.

In 1941, school hours generally were from 8 a.m. to 1 p.m. though special classes were often held in the afternoon and games were played in the evening. Some of the Convent schools preferred a shorter morning session and another short session in the afternoon. In 1945, many schools had to share buildings, one school having a morning session and another the afternoon session. This was not satisfactory for those who had to work through the heat of the afternoon. Teachers and children were tired, having often done housework or marketing during the morning. With most schools back in their own buildings the complete morning session was universal, the short afternoon session having been abandoned owing to difficulties with transport.

Few girls' schools had school gardens partly because their spare time was naturally devoted to housecraft and other feminine occupations and partly because pupils and teachers were nauseated with compulsory food production under the Japanese. St. George's Girls' School, Penang, reported unsatisfactory results in the production of vegetables but a growing interest in the cultivation of flowers. An illustration shows work going on in the flower gardens.

Not many girls' schools provided complete meals for their pupils but all had school tuck shops under strict supervision where the pupils could obtain various cakes and dishes at reasonable prices. One school stated that where before the invasion, in 1941, a pupil had an allowance of about five cents (1½d.) daily for food at school, in 1946, the allowance was about 20 cents (5d). Some milk, chocolate and biscuits were distributed at cost price and poor and undernourished children were given free milk.

Transport presented great difficulties everywhere, and in girls' schools was responsible for lack of enthusiasm for afternoon games.

Information about the Cambridge School Certificate Examination is given in Chapter VII.

An illustration shows a portion of the library at the French Convent, Penang. All the larger schools revived their *debating and dramatic societies* and some of the Mission Schools, notably the Methodist Girls' School, Kuala Lumpur, raised large sums of money for rehabilitation, and gave entertainments for the troops. One school had a hiking club. Some school magazines were revived but the high cost of paper and printing prevented this in many places.

School Celebrations such as Empire Day, Speech Day, Parents' Day and Victory Day were observed in every school; much greater understanding of Empire Day was shown than before the war. Life under the Japanese brought home to women and girls the benefits of freedom within the Empire.

At the end of the school year the number of *teachers in girls' schools* was 523 of whom two were men. Of the latter, one was a retired local superscale teacher and one was a locally trained teacher. Exigencies of staffing made necessary the employment of these two men teachers in girls' schools. Of the 523 teachers, 14 were Malays, 200 were Chinese, 80 were Indian, 125 were Eurasian, 96 were European and 8 were of other nationalities. The number of pupils to a teacher (including heads of schools) was 30.7; the corresponding figure for 1938 was 30.

The *salary* of women teachers in training who officiated as temporary teachers was \$60 a month (£84 a year). Trained local women teachers drew \$100 a month rising by annual increments of \$10 a month to \$200 a month (£140 a year rising by annual increments of £14 to £280). Five per cent. of the trained local women teachers were eligible for superscale salaries of \$250 a month (£350 a year) and yet another five per cent. for \$300 a month (£420 a year). Local teachers who held degrees of certain British Universities were eligible, in addition, for a pensionable allowance of \$25 a month (£35 a year). Locally recruited teachers who possess the qualifications for admission to the Malayan Educational Service may be appointed on a salary scale ranging from \$240 to \$400 a month (£336 to £560 a year). An allowance of \$150 a month (£210 a year) was given to aided schools for each Missionary teacher (European or American) up to a certain percentage; to teachers in excess of that percentage the allowance was only \$100 a month (£140 a year). A flat rate of \$120 a month (£168 a year) was paid to all missionary teachers in Roman Catholic Convents. European Mistresses in Government schools who were required to have a degree, qualifying them to teach secondary classes, or a higher Froebel Certificate or similar qualification, qualifying them for primary work, received \$300 a month rising by annual increments of £25 a month to \$500 a month (£420 a year rising by annual increments of £35 to £700). For these European Mistresses there were five superscale posts of \$600 a month (£840 a year) and one Special Grade post of \$650 a month to \$700 a month (£910 to £980 a year).

In Chapter V will be found a note giving information relating to pensions, etc., paid to local teachers, men and women.

C.—TRAINING OF TEACHERS.

(i) ENGLISH SCHOOLS.

The locally recruited teachers for girls' schools gain their qualifications and receive their training in the same way as those for the boys' schools (Chapter VIII). In the years immediately preceding 1942, only women were accepted for admission to the Normal Classes and it was intended to make this a general rule. It was not intended to provide any additional "elementary" Normal Class, i.e., three-year Normal Courses qualifying teachers for Standards III to VIII as contrasted with the "primary" Normal Classes, i.e., three-year Normal Courses qualifying teachers for Classes up to and including Standard II. It was, however, found impossible to get sufficient women Raffles College graduates for any other places except Singapore, and Elementary Normal Courses were held at various centres before the war. There were also Primary Normal Courses in session up to the outbreak of the Japanese war.

The three-year Normal Course includes English (with emphasis on Oral English) and theory and practice of teaching in each year, with the addition of hygiene and (where instructors are available) physical training and art for the second and third years. Admission to the Normal Class is by selection by the local Inspector from applicants who have passed the Cambridge School Certificate examination with credit in certain subjects and a pass in Oral English. A competitive examination, oral and written, together with an interview, is the usual method of selection. Under the normal regulations students in the Normal Class are attached to schools as unpaid student teachers during their period of training. The new post-war conditions created such a demand for teachers that in 1946 all the students in training had to become full-time teachers. It was far from satisfactory for these students to carry such a heavy burden but there was no alternative.

Details of the 1946 Normal Classes will be found in Chapter VIII.

Women teachers were included in those attending special training classes held in 1946 and mentioned in Chapter VIII.

(ii) MALAY SCHOOLS.

Malay Women's Training College, Malacca.—(The Malay Women's Training College was first opened in 1934, in part of the old hospital buildings at Malacca. In 1937, a new building was erected and a practising school with a house for the head-teacher was built in the grounds).

When the Japanese invaded Malaya on December 8th, 1941, the staff in residence included the Principal, two European Assistants, the Mistress of Method, and the Malay Assistant. The students consisted of four supervisors in training and forty-eight students. Students were sent home as soon as possible after hostilities began, and the Malay members of the staff took under their wing those whose homes in the North had early fallen into the hands of the enemy. The European members of the staff were evacuated to Singapore. The Mistress of Method

(Miss J. L. Doughty) was wounded while on board a ship leaving Singapore, and died in internment in Sumatra a month later. Her death was a great loss to the College, and in particular to the Practising School which she had built up from the beginning.

The College and staff houses were looted before the arrival of the Japanese who completed the process by burning all books. The buildings were used as a Training College for Officers of the Greater East Asia Co-prosperity Sphere and a large dining hall and a new and better kitchen were built and the bathroom accommodation was extended.

Before the arrival of the British troops in 1945, the College was again looted and much of the furniture was burnt.

The Principal of the College returned from temporary duty in Zanzibar on 1st March, 1946, but it was not until 25th May that the buildings were released by the Military Authorities, and the College was reopened on 1st June. Resident in the College were the Principal, the Malay Assistant, one supervisor in training, fifteen senior students and thirteen juniors. All the twenty-eight students had been in the College before the invasion, but a few of the others had died during the occupation and the remainder did not wish to return. Many of these students were married and nine of them brought small babies with them. The College was formally reopened on June 9th by His Excellency the Governor of the Malayan Union.

Until Puasa (the Muslim fasting month) there were two classes in the College consisting of fifteen seniors and thirteen juniors. After nearly two months' intensive work a final examination was held for the seniors. Thirteen students passed and one probationary supervisor completed her training.

After Puasa there remained ten students and one supervisor in training. Thirty new Juniors were admitted, twenty-four resident, and, as an experiment, six extra non-resident Malacca students. Two new supervisors in training were admitted.

When the College opened in June, beds, bedding, towels and a certain amount of crockery were supplied from Army Surplus Stores. Some desks were recovered and others obtained from the Custodian of Enemy Property along with dining room tables and benches and a very small amount of furniture for the Staff quarters. The Sultan Idris Training College presented the College with a quantity of the textbooks which had been allocated to them. A most useful gift was three packing cases of supplies from the New Zealand Girl Guides and Brownies containing, amongst other things, many pencils, rubbers, paints, crayons, chalks, paper of all kinds and pieces of cloth which were made by the students during sewing lessons into clothing for poor children in Malacca schools. The College was most grateful to the New Zealand girls for this most timely and thoughtful gift. An illustration shows students in the common room of the College.

By the end of the year the College and Practising School had been completely equipped though not quite so well as before the war.

It has been decided to extend the College course to three years to give the students more teaching practice and to improve their standard of knowledge. Much satisfaction was felt because instruction in the religion of Islam was introduced and because English was to be started as soon as textbooks were available.

Instruction in handwork and sewing was difficult owing to lack of materials but progress was made with the theoretical side of sewing. Students at work in the craft-room appear in an illustration. Though the College *mengkuang* (screw-pine) plantation was destroyed by the Japanese, small quantities of this material were purchased and work commenced.

Transport was a matter of some difficulty, but just before the College opened a Station Wagon was provided. It was used for the collection of food every morning, for taking students to hospital and for transport to the railway station.

When the College was about to reopen the price of food was high and variable, and the Principal decided to replace the old system of contracting for food supplies by a system of personal marketing. This proved extremely satisfactory; the cost was kept to between 100 and 150 per cent. above pre-war level.

There were several changes in the College staff. Miss N. B. Macdonald, Domestic Science Mistress, arrived on August 12th and acted as Vice-Principal pending the appointment of Miss M. Lomas as Assistant Director of Education (Girls). Miss R. Alvis was transferred from Singapore on September 1st to take the place of the late Miss J. L. Doughty as Mistress of Method and to take charge of the Practising School. Che' Lily binti A. Majeed was transferred from Kuala Lumpur on June 1st to take the place of Miss Lim Guat Lian, as clerk of the College.

Che' Fatimah binti Musa left at the end of the first term to go to England for training in Welfare Work. Her departure was a great loss but the College was proud of her selection. Her place was taken by Che' Bibi binti Ahmad, from Penang, one of the first students trained in the College; she was promoted on October 2nd to be an Assistant Supervisor.

The games played were badminton and rounders. The netball pitch was in tapioca ridges until the end of the year but it was hoped that it would be fit for use in 1947.

A great improvement in health as a result of better feeding was noticed during the second half of the year, and there was very little sickness.

The Practising School reopened on September 29th with 78 pupils in Standards I, II and III and all the College senior students had at least three weeks' teaching practice. The attendance was good and there was little sickness. The numbers increased to one hundred and fourteen, partly because more clothing became available and partly because of the greater interest recently aroused among parents. Brownies were started and proved very popular with the older children.

Everywhere, Heads of Local Departments of Education report well on the work of the products of the College, who were stated to have the interests of girls' education at heart and to set an excellent example to their untrained colleagues.

Post-Normal Classes.—Classes were held, and were very well attended, in most centres, particularly where Malay Lady Supervisors were available to act as instructors. The subjects included Theory and Practice of Teaching, singing, handicrafts, physical training and, in rare cases, English. Refresher courses were held in the centres where men's courses were held, as described in Chapter VIII.

Other Activities.—As a general rule women teachers joined the Teachers' Association of their State or Settlement; but there were cases, notably in Malacca and Johore, where the women's association was noticeably distinct from the men's, although both were members of the central association. In Johore, the Women's Association organized a section of the "Kaum Ibu" (a body somewhat of the nature of the Women's Institute Movement in England), and assisted in the raising of a fund for higher education for Malay girls. It is interesting to note that one Senior Inspector of Schools remarked in his report that "the objects of the Women's Association are more altruistic than those of the Men's"—a tribute to the spirit which lies behind the work of that most potent and valuable factor in Malay education, the trained woman teacher.

(iii) CHINESE SCHOOLS.

The only training classes in 1946 for Chinese Women Teachers in girls' schools were described in Chapter VIII.

(iv) INDIAN SCHOOLS.

There were no special training classes for women teachers as the number of women teachers in Indian schools is still small, but arrangements for special training for women were under consideration at the end of the year. There were altogether 20 women-students, mostly actual teachers, in the six training classes held in various parts of the country.

CHAPTER X.

PHYSICAL AND MORAL WELFARE.

The details of the accounts given in this chapter must be orientated against a background of four years of psychological and physical deterioration. While it has been possible to bring urban conditions back almost to normal a very great deal has to be done in rural areas. Morale was high but physical shortage of essentials, lack of transport and inspecting personnel have slowed down the rural rehabilitation programme.

(a) MEDICAL INSPECTION AND THE TEACHING OF HYGIENE.

Hygiene was taught in all schools. Emphasis was placed on the practical aspect in all primary schools; and in schools of all types pupils were required to help in bringing the schools to a proper sanitary state after the occupation and in keeping them so.

In the English schools, boys and girls took a personal pride in their appearance. This is also true to a lesser extent in the Malay, Chinese and Indian schools but grave shortages of cloth,

GENERAL TABLE I.
ABSTRACT STATEMENT OF INSTITUTIONS AND PUPILS.

	INSTITUTIONS MAINTAINED FROM UNION OR LOCAL PUBLIC FUNDS.			OTHER INSTITUTIONS.		GRAND TOTALS.	
	No. of Institutions.	Enrolment.	No. of Institutions.	Enrolment.	No. of Institutions.	Enrolment.	
1. POST SECONDARY.—							
Technical College	1	54	—	—	1	54	
Commercial Schools	2	205	—	—	2	205	
School of Agriculture	1	31	—	—	1	31	
2. SECONDARY SCHOOLS AND SCHOOLS WITH PRIMARY AND MIDDLE SCHOOL DEPARTMENTS	62	38,604	91	10,998	153	49,602	
3. VOCATIONAL SCHOOLS.—							
Trade Schools	4	125	—	—	4	125	
Techni-factory	1	(To open in Jan., 1947)	—	—	—	—	
4. PRIMARY AND MIDDLE SCHOOLS.—							
(a) English	34	11,397	—	—	34	11,397	
(b) Malay	1,169	137,338	—	—	1,169	137,338	
(c) Chinese	511	124,027	594	48,074	1,105	172,101	
(d) Indian	568	26,014	156	7,452	724	33,466	
TOTAL	2,353	337,795	841	66,524	3,193	404,319	

GENERAL TABLE IIa.
SCHOLARS BY SCHOOL YEARS AND AGES IN ENGLISH SCHOOLS MAINTAINED OR AIDED FROM UNION REVENUES OR LOCAL PUBLIC FUNDS.

YEAR OF SCHOOL COURSE.																	Total.			
Ages.	Primary I.			Primary II.		Reconstruction.		Standard I.		Standard II.		Standard III.		Standard IV.		Special Malay class.		Standard V.		Total.
	M.	F.	S.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	
Under 6	38	753	569	53	51	6	2	3	4	23	1	1	1	13	26	1	39	814	629	14,411
6-7	1,786	1,096	292	232	187	55	94	119	16	23	11	1	13	127	3	2,136	1,394	2,807	1,775	28,380
7-8	1,646	934	699	590	493	175	187	213	91	129	20	9	13	244	11	2,580	1,631	2,807	1,775	28,380
8-9	1,087	460	958	683	582	162	438	415	250	353	71	20	13	244	11	2,580	1,631	2,807	1,775	28,380
9-10	649	259	993	702	582	162	438	415	250	353	71	20	13	244	11	2,580	1,631	2,807	1,775	28,380
10-11	358	117	688	424	172	130	903	459	720	353	372	103	70	423	54	1,450	1,450	1,450	1,450	28,380
11-12	104	35	450	191	170	96	741	440	720	353	372	103	70	423	54	1,450	1,450	1,450	1,450	28,380
12-13	21	11	181	88	22	34	437	279	679	383	464	300	175	565	143	2,733	2,733	2,733	2,733	28,380
13-14	7	1	21	24	4	19	140	29	124	79	464	300	175	565	143	2,733	2,733	2,733	2,733	28,380
14-15	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
15-16	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
16-17	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
17-18	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
18-19	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
19-20	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
20-21	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
21-22	1	1	6	6	1	5	27	4	29	33	178	450	186	377	95	2,238	2,238	2,238	2,238	28,380
Total	6,400	3,455	4,341	2,968	1,121	784	3,679	2,090	2,829	1,560	2,788	1,238	2,436	1,121	2,542	2,444	919	28,380	28,380	28,380

GENERAL TABLE II A—(cont.).
SECONDARY SCHOOLS AND SECONDARY DEPARTMENTS ATTACHED TO PRIMARY SCHOOLS.

Ages.	SCHOOL YEAR.										Total.		
	Standard VI.		Standard VII.		Standard VIII.		School Certificate.		Commercial Classes.				
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.			
12-13	13	3	2	—	1	—	—	—	—	16	3		
13-14	19	12	4	—	1	—	—	—	—	24	16		
14-15	121	49	29	4	5	4	—	—	—	155	57		
15-16	312	94	116	28	23	9	1	—	—	452	131		
16-17	540	144	286	96	106	37	17	2	—	949	279		
17-18	501	144	387	134	224	58	47	15	—	1,159	352		
18-19	260	111	396	129	350	82	115	56	1	1,121	379		
19-20	92	22	193	58	295	47	207	68	8	787	203		
20-21	12	7	60	19	154	39	323	53	12	549	130		
21-22	4	2	11	2	53	13	202	38	—	270	55		
Over 22	—	—	—	1	6	—	101	14	1	107	16		
Total ..	1,874	588	1,484	474	1,218	290	1,013	246	—	23	5,589	1,621	
Primary and Middle Schools ..												28,380	14,411
Grand Total ..												33,969	16,032

GENERAL TABLE IIb.
SCHOLARS BY SCHOOL YEARS AND AGES IN MALAY SCHOOLS MAINTAINED OR AIDED FROM UNION REVENUES OR LOCAL PUBLIC FUNDS.

SCHOLARS BY SCHOOL YEARS AND AGES IN MALAY SCHOOLS														
PUBLIC FUNDS.														
Ages.	Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Total.	
	YEAR OF SCHOOL COURSE.													
5 years	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
6 "	325	38	6	2	—	—	—	—	—	—	—	—	331	40
7 "	11,486	1,912	115	26	226	5	178	48	—	—	—	—	11,605	1,939
8 "	19,074	2,615	3,208	655	1,502	198	653	72	—	—	—	—	22,509	3,275
9 "	13,154	2,003	5,609	703	2,721	338	1,502	207	—	—	—	—	20,443	2,909
10 "	7,775	1,271	5,742	604	3,531	343	1,502	174	—	—	—	—	16,939	2,286
11 "	4,978	727	4,889	598	3,589	359	2,034	518	—	—	—	—	15,647	1,910
12 "	2,282	358	3,082	328	2,954	318	2,544	166	—	—	—	—	11,512	1,281
13 "	1,098	164	2,733	233	1,815	134	1,912	97	—	—	—	—	10,556	965
14 "	313	41	889	105	721	40	1,035	46	—	—	—	—	6,367	441
Over 14	90	12	304	19	287	13	523	632	—	—	—	—	3,614	172
	65	—	150	7					—	—	—	—	2,208	87
Total	60,640	9,141	26,727	3,280	17,350	1,749	10,382	5,739	342	893	12	121,731	15,305	

GENERAL TABLE IIC.
SCHOLARS BY SCHOOL YEARS AND AGES IN CHINESE SCHOOLS MAINTAINED OR AIDED FROM UNION REVENUES OR LOCAL PUBLIC FUNDS.

STANDARDS—(Year of School Course).															
Kinder- garten.	PRIMARY.						JUNIOR MIDDLE.			SENIOR MIDDLE.			Total.		
	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.	1st year.	2nd year.	3rd year.	1st year.	2nd year.	3rd year.		Normal.	
Approximate Average Age	7	9	11	13	14	15	16½	17½	18	19	20	20	21	20	
Kedah .. ..	..	6,064	2,461	948	454	176	111	..	..	..	..	..	..	..	10,214
Penang	674	11,714	6,347	2,480	1,125	894	602	366	309	163	92	42	33	..	24,841
Perak	554	20,684	9,138	3,464	1,849	1,090	331	316	154	..	..	..	..	75	37,655*
Selangor .. ..	..	21,131	7,865	3,510	1,657	941	310	412	148	73	22	..	..	..	36,069
Negeri Sembilan ..	..	5,360	3,668	1,348	996	433	162	26	..	..	..	..	..	..	11,993
Malacca .. ..	..	4,992	2,135	886	420	254	113	55	21	..	..	..	..	..	8,876
Johore	353	17,550	5,478	2,292	1,298	645	313	52	31	23	..	..	..	..	28,035
Pahang .. ..	..	4,982	1,705	522	314	236	86	..	..	..	..	..	..	..	7,845
Kelantan .. ..	..	850	400	200	60	50	19	..	..	..	..	..	..	..	1,579
Trengganu .. ..	..	900	400	230	58	50	20	..	..	..	..	..	..	..	1,658
Total	1,581	94,227	39,597	15,880	8,231	4,769	2,067	1,227	663	259	114	42	33	75	168,765

Note : * Unclassified night school pupils not included.

GENERAL TABLE IIIA.

TABLE OF REVENUE FOR PERIOD 1st APRIL TO
31st DECEMBER, 1946.Revenue from *Fees*:

Govt. English Schools ...	...	\$377,341.50	
Govt. Aided Schools ...	...	434,478.25	
Trade Schools ...	...	1,352.10	
Commercial Day Schools ...	...	609.00	
	Total ...	\$813,780.85	}
		£94,941.2.0	

Revenue from <i>Education Board</i> ...	Total ...	\$218,474.46	}
		£25,488.13.8	

Revenue from *other Sources*:

English Schools ...	...	—
Malay Schools ...	...	\$ 678.37	
Trade Schools ...	...	227.41	
Miscellaneous ...	...	1,283.10	
	Total ...	\$ 2,188.88	}
		£255.7.5	

Grand Total ...	\$1,034,444.19	}
	£120,685.8.1	

GENERAL TABLE V.

FEES AND RULES GOVERNING EXEMPTIONS AND SCHOLARSHIPS.

English Schools.—The fees payable in Government schools and the fees at which the aided schools are required to account for the purposes of grant-in-aid are as follows:

I.—Monthly fee for pupils up to and including Standard VI (boys and girls) ...	\$2.50
II.—Monthly fee for boys in Standard VII upwards ...	\$4.00
III.—Monthly fee for girls in Standard VII upwards ...	\$3.00

Private English Schools.—Fees similar to those in Government and aided schools and occasionally higher were charged.

Government Malay Schools.—The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and textbooks are all provided gratis by Government.

Chinese Schools.—The two Government schools provide free education, but other schools charged fees ranging from \$12 to \$60 per year.

Indian Schools.—In all schools except Government and Estate Indian Schools, fees are charged ranging from \$6 to \$24 a year.

Trade Schools.—Fees at the rate of \$18 per year were charged at all the Trade Schools.

Technical College, Kuala Lumpur.—Most of the students in this school are apprentices from Government departments.

A few private students are admitted every year and they are required to pay fees. The fees for tuition are \$120 per session for full-time courses payable quarterly in advance.

Sultan Idris Training College.—This is a residential College for training male teachers for Malay schools in the Malayan Union.

The expenses are borne by the Malayan Union.

Malay Women's Training College.—This is a residential College for training female teachers for Malay schools in the Malayan Union.

The expenses are borne by the Malayan Union.

School of Agriculture.—There are two courses. The principal course, covering a period of two years, is conducted in English. The minor course, lasting one year, is conducted in Malay.

The school fees for the two-year course were \$90 a year and for the one-year course \$45 a year for private students. The post-war policy of the school has not yet been decided (see Chapter VI).

RULES GOVERNING EXEMPTIONS IN ENGLISH SCHOOLS.

Remission may be granted as follows:

- (a) All pupils enjoying remission of fees in 1941 may continue to be granted remission as long as they fulfil the condition in (g) below.
- (b) In all Government and Government aided English schools fees of Malaya-born pupils in classes up to and including Standard VI may be remitted to an

extent not exceeding 5 per cent. of the amount of fees payable in respect of those classes in the previous month. In Classes VII and above, 10 per cent. of the fees payable may similarly be remitted. The amount of fees payable in the previous month will be calculated as the total amount of fees at the usual rates in respect of all pupils who are not exempt from payment of fees under (c), (d), (e) and (f) below. Total remissions granted under this section will include old remissions under (a) above. New remissions will be subject to close scrutiny of the financial position of the parents by the head of the local Department of Education to whom all applications for remissions will be made through the Principals of Schools. Remission under this regulation may not be granted unless the pupil recommended has attended the school recommending remission for at least one year before application for remission is made. Malays are not eligible for remission under this regulation [see Regulation (f) below].

- (c) Fees of children whose fathers were killed by the Japanese or died under torture may be remitted.
- (d) All children whose parents are in receipt of relief may be granted remission.
- (e) Fees for children in excess of two from any one family, when the parents are already paying school fees for two children, may be remitted on application by the parents, through the Principals of Schools, to the head of the local Department of Education.
- (f) Promising pupils from Malay vernacular schools may be given free education at English schools on the following conditions:
 - (i) the pupil must be under 11 years of age on the first day of January of the year in which the pupil enters an English school;
 - (ii) the pupil, if a boy, must have passed Standard IV or V, and if a girl, Standard II or III in a Malay vernacular school;
 - (iii) the pupil must have been born in the Union;
 - (iv) the pupil must pass a medical examination, provided that unless a Lady Medical Officer can conduct the examination it may be remitted for girls;
 - (v) the circumstances of the parent must justify the granting of a free place;
 - (vi) free education is given from year to year only and renewal of the privilege is dependent on the normal progress and good conduct.
- (g) Remission under (a) to (f) above may be granted only to pupils whose work and conduct are assessed as satisfactory by the Head of the local Department of Education. All remissions granted will be subject to annual review in January, and continuance of the remission will be dependent on normal progress and good conduct of the pupils concerned.

SCHOLARSHIPS.

There is a large number of scholarships, some Government and many endowed by public or private charity. Full details of these scholarships as regards the Settlements of Penang and Malacca and the States of Perak, Selangor, Negri Sembilan and Pahang will be found in the Scholarship Code, Education Code IV (former Straits Settlements), and Education Code IV (former Federated Malay States). There are also scholarships in the other States, details of which are given in the State annual reports [a comprehensive survey of all these scholarships is to be made so that a conspectus will be available in this annual report in future years].

GENERAL TABLE VI.

ADMINISTRATIVE, INSPECTING AND SPECIALIST
ORGANIZING STAFF.

1st April-31st December, 1946.

HEADQUARTERS: ADMINISTRATION AND INSPECTION.

- (1) *Director of Education.*—
 1st April to 28th May ... A. W. Frisby (*Acting*)
 29th May to end of year ... H. R. Cheeseman, C.M.G.
- (2) *Deputy Director of Education.*—
 1st April to 29th May ... (*Vacant*)
 29th May to 25th July ... A. W. Frisby (*Acting*)
 26th July to end of year ... M. R. Holgate
- (3) *Assistant Director of Education in charge of Malay Schools.*—Senior Education Officer, Special Grade.—
 1st April to 12th September (*Vacant*)
 13th September to end of
 year ... R. P. S. Walker
- (4) *Assistant Director of Education in charge of Chinese Schools.*—Senior Education Officer, Special Grade.—
 1st April to 25th July ... (*Vacant*)
 26th July to end of year ... A. W. Frisby (*Acting*)
- (5) *Assistant Director of Education in charge of Indian Schools.*—Senior Education Officer, Grade B.—
 1st April to 12th July ... (*Vacant*)
 13th July to end of year ... H. L. Hodge (*Acting*)
- (6) *Examinations Secretary.*—Senior Education Officer, Grade B.—
 1st April to 22nd April ... (*Vacant*)
 23rd April to 23rd June ... G. J. Gurney (*Acting*)
 24th June to 16th August... (*Vacant*)
 17th August to 12th Sept. F. T. Laidlaw (*Acting*)
 13th September to end of
 year ... T. P. M. Lewis (*Acting*)

APPENDIX I.
PUPILS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS BY RACE.

Race.	Perak.		Selangor.		N. Sembilan.		Pahang.		Penang.		Malacca.		Johore.		Ked. & Per.		Kelantan.		Trengganu.		Totals.	
	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.
Malays	1,392	185	856	298	586	11	403	..	729	136	141	21	1,429	359	502	88	286	70	211	..	6,535	1,168
Chinese	4,746	1,951	3,576	3,076	923	355	901	..	4,371	2,592	1,358	939	962	381	76	14	40	31	26	..	16,979	9,339
Indian	2,747	836	2,150	1,707	1,054	396	647	..	1,481	644	337	308	666	298	135	12	25	23	11	..	9,253	4,224
European and Eurasians	146	136	291	205	82	83	8	..	261	309	236	272	52	28	9	..	..	..	1	..	1,086	1,123
Others	41	21	17	122	2	5	..	..	52	25	3	5	1	..	..	..	..	..	..	..	116	178
Total	9,072	3,129	6,890	5,498	2,647	850	1,959	..	6,894	3,706	2,075	1,545	3,110	1,066	722	114	351	124	249	..	33,969	16,032

APPENDIX II.
TEACHERS IN GOVERNMENT AND AIDED SCHOOLS BY RACE AND NATIONALITY.

	N. Sembilan.		Kelantan.		Selangor.		Malacca.		Johore.		Penang.		Kedah.		Perak.		Pahang.		Trengganu.		Totals.	
	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.	Boys Sch.	Girls Sch.
(a) British subjects and Malaysians.—																						
European	3	11	..	..	10	20	3	7	4	4	9	18	2	..	15	17	1	..	..	..	47	77
Malay	9	..	5	3	7	3	..	..	5	5	12	..	14	..	18	..	7	..	..	..	103	14
Chinese	24	3	5	1	84	58	39	25	34	7	153	55	9	2	144	49	18	..	..	..	510	290
Indian	45	7	1	..	96	28	25	3	59	16	27	9	1	1	98	16	29	..	..	..	382	80
Eurasian	13	8	..	1	22	36	15	14	15	16	31	36	2	..	26	14	..	..	..	..	127	125
Others	..	..	..	..	..	3	..	2	..	..	1	..	..	..	1	3	..	..	..	..	2	8
Total ..	94	29	11	5	219	148	82	51	139	48	233	118	28	6	302	99	55	..	8	..	1,171	504
(b) Non-British and non-Malaysians.—																						
French	2	2	..	..	..	4	..	1	..	..	..	3	..	..	..	3	..	..	..	..	2	13
German	1	..	..	..	..	..	1	..	..	..	2	..	..	..	..	..	..	..	..	..	2	..
American	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	2	1
Italian	..	..	..	..	..	..	..	4	..	..	..	..	..	..	..	..	..	..	..	..	2	4
Dutch	..	..	..	..	..	..	..	..	..	..	2	1	..	..	..	..	..	..	..	..	..	1
Chinese	..	..	..	..	2	..	1	..	1	..	2	..	..	..	1	..	..	..	..	..	2	..
Others	2	..	..	..	1	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	5	..
Total ..	5	2	..	..	3	4	2	5	1	..	7	4	..	..	2	4	..	..	..	..	20	19
GRAND TOTAL..	99	31	11	5	222	152	84	56	140	48	240	122	28	6	304	103	55	..	8	..	1,191	523

APPENDIX III.

NOTE.—Qualifications of teachers in Kedah schools were different from those in the rest. Statistics for Kedah are shown separately below:

Region.	Malayan Education Service.	Special Grade.	Local Superscale.	Men teachers with Senior Cambridge and normal class certificate or Raffles College diploma.		Women teachers with Senior Cambridge and normal class certificate.		Men teachers with normal class certificate.		Women teachers with normal class certificate.		Men teachers with Cambridge school certificate.		Women teachers with Cambridge school certificate.		Teachers with Junior Cambridge or Std. VII certificate.		Temporary locally recruited staff (European).	European missionaries.	Other missionaries.	Student teachers.	
				Class I.	Class II.	Class IIIA.	Class IIIB.	Class IVA.	Class IVB.	Class V.												
Perak ..	6	1	12	139	58	7	4	62	61	3	2	28	19	5	407							
Selangor ..	5	2	10	103	63	8	10	49	78	..	8	23	15	..	374							
Negri Sembilan ..	3	..	1	49	10	5	5	22	2	..	1	15	8	14	130							
Pahang ..	1	..	2	30	..	1	..	19	2	..	..	..	..	..	55							
Penang ..	8	..	17	155	84	10	3	16	10	2	3	18	36	..	362							
Malacca ..	2	..	3	42	15	4	5	16	27	..	..	14	12	..	140							
Johore ..	6	..	4	97	33	16	1	13	15	..	..	3	..	..	188							
Kelantan ..	..	..	1	5	1	..	..	6	..	..	..	..	..	3	16							
Trengganu ..	..	..	1	1	..	..	..	5	1	..	..	..	..	..	8							
Total ..	31	3	51	621	264	51	28	208	196	5	14	101	85	22	1,680							

KEDAH AND PERLIS—

Teachers in Boys' Schools :
 Malayan Education Service ..
 Special Scale ..
 Kedah Scheme—Prize appointment
 Superscale A ..
 " B ..
 Grade I (Old Scheme) ..
 " I (New Scheme) ..
 " II (Old Scheme) ..
 " II—Student teachers ..

Teachers in Girls' Schools :

Class II ..
 Untrained (Kedah special appointment) ..
 Class IVb ..
 Student teachers ..
 Total ..

Kedah total 34. Total number of teachers in the Malayan Union 1,714.

APPENDIX IV.
SCHOLARS BY RACE IN ENGLISH SCHOOLS MAINTAINED OR ASSISTED FROM UNION REVENUES OR LOCAL PUBLIC FUNDS,
ENJOYING SCHOLARSHIPS AND FREE PLACES.

Sex.		Total enrolment.	GOVERNMENT FREE PLACES.						GOVERNMENT SCHOLARSHIPS.				NON-GOVERNMENT SCHOLARSHIPS.						Total free places and scholarships.	Per cent. of free places and scholarships.
			Malay.	Chinese.	Indian.	Eurasian.	Others.	Total free places.	Malay.	Chinese.	Indian.	Total schol- larships.	Malay.	Chinese.	Indian.	Eurasian.	Others.	Total non-scholarships.		
Boys	..	33,969	2,697	2,622	1,397	301	12	7,029	390	3	1	394	14	170	102	35	5	326	7,749	22.8
Girls	..	16,032	850	635	496	266	10	2,257	23	..	..	23	3	64	40	19	..	126	2,406	15.0
Total	..	50,001	3,547	3,257	1,893	567	22	9,286	413	3	1	417	17	234	142	54	5	452	10,155	20.3

APPENDIX V.
NUMBERS OF PUPILS IN ALL SCHOOLS, GOVERNMENT, AIDED AND PRIVATE.

Races.	English schools— Government and aided.		Malay schools.		Chinese schools— Government, aided and private.		Indian schools— Government, aided and private.		Vocational schools.		Totals.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Malays ..	6,535	1,168	122,481	14,857	—	—	—	—	56	—	129,072	16,025
Chinese ..	16,979	9,339	—	—	123,853	48,248	—	—	62	—	140,894	57,587
Indians ..	9,254	4,224	—	—	—	—	20,253	13,213	6	—	29,513	17,437
Europeans and Eurasians ..	1,086	1,123	—	—	—	—	—	—	1	—	1,087	1,123
Others ..	115	178	—	—	—	—	—	—	—	—	115	178
Totals ..	33,969	16,032	122,481	14,857	123,853	48,248	20,253	13,213	125	—	300,681	92,350

Total from above table	..	..	..	..	..	..	..	..	..	..	393,031
Commercial schools	..	..	..	..	..	..	..	..	..	..	205
Private schools	..	..	..	..	..	..	..	..	..	..	10,998
Technical College	..	..	..	..	..	..	..	..	..	..	54
School of Agriculture	..	..	..	..	..	..	..	..	..	..	31
Total all schools	..	..	..	..	..	..	..	..	..	..	404,319

GOVERNMENT ENGLISH SCHOOLS AND APPROXIMATE ENROLMENTS.		
State or Settlement.	Schools.	Approximate enrolments.
Perak	Anderson School, Ipoh	925
	King Edward VII School, Taiping	993
	Clifford School, Kuala Kangsar	647
	Govt. English School, Batu Gajah	526
	Do. Tapah	422
	Do. Gopeng	175
	Do. Tronoh	139
Selangor	Victoria Institution, Kuala Lumpur	475
	High School, Kajang	576
	Do. Klang	611
	Batu Road School, Kuala Lumpur	1,088
Negri Sembilan	Pasar Road School do.	641
	King George V School, Seremban	599
	Tuaniku Muhammad School, K. Pilah	583
	Govt. English School, Tampin	257
	Do. Port Dickson	303
Pahang	Clifford School, Kuala Lipis	488
	Mahmud School, Raub	432
	Suleiman School, Bentong	413
	Abu Bakar School, Mentakab	190
	Abdullah School, Kuantan	389
	Ahmad School, Pekan	47
Penang	St. George's Girls' School, Penang	675
	Penang Free School, Penang	612
	High School, Bukit Mertajam	664
	Wellesley Primary School, Penang	440
	Francis Light School, Penang	453
	Westlands School, Penang	529
	Hutchings School, Penang	369
Malacca	High School, Malacca	204
	Bandar Hilir English School, Malacca	560
	Tranquerah English School, Malacca	152
Johore	English College, Johore Bahru	523
	Ngee Heng Primary School, J. Bahru	287
	Bukit Zahrah School, J. Bahru	219
	Govt. English School, Kluang	321
	Do. Segamat	422
	Do. Batu Pahat	608
	Govt. English Preparatory School, Muar	452
Kedah and Perlis	Govt. English School, Muar	318
	Sultan Ibrahim Girls' School, J. Bahru	146
	Temenggong Ibrahim Girls' School, Batu Pahat	238
	Sultan Abu Bakar Girls' School, Muar	187
	Ibrahim School, Sungei Patani	204
Kelantan	Sultan Abdul Hamid College, Alor Star	516
	Kampung Bahru Girls' School, do.	118
Trengganu	Ismail English Boys' School, K. Bharu	350
	Govt. English School (Girls'), do.	128
	Sultan Suleiman School, K. Trengganu	248

APPENDIX VIb.

AIDED ENGLISH SCHOOLS AND APPROXIMATE ENROLMENTS.

Governing Bodies.	Schools.	Approximate enrolments.
Christian Brothers	St. George's Institution, Taiping ..	962
	St. Michaels' Institution, Ipoh ..	1,014
	St. John's Institution, Kuala Lumpur ..	1,453
	St. Paul's Institution, Seremban ..	471
	St. Xavier's Institution, Penang ..	1,232
	Pulau Tikus School, Penang ..	651
Methodist Episcopal	St. Francis Institution, Malacca ..	715
	Anglo Chinese School, Ipoh ..	1,081
	Do. Kampar ..	395
	Do. Telok Anson ..	583
	Do. Parit Buntar ..	422
	Do. Sitiawan ..	475
	Do. (Girls') Ipoh ..	655
	Lady Treacher Girls' School, Taiping ..	375
	Methodist Boys' School, Kuala Lumpur ..	1,141
	Do. Sentul ..	376
	Anglo Chinese School, Klang ..	527
	Methodist Girls' School, Kuala Lumpur ..	860
	Do. Klang ..	315
	Anglo Chinese School, Seremban ..	431
	Do. Penang ..	1,215
	Do. (Girls') Penang ..	776
	Do. Nibong Tebal ..	327
	Do. Malacca ..	439
Dames de St. Maur	Methodist Girls' School, Malacca ..	448
	The Convent, Taiping ..	744
	Do. Ipoh ..	958
	Do. Telok Anson ..	441
	Do. Kuala Lumpur ..	1,592
	Do. Klang ..	460
	Do. Sentul ..	584
	Do. Kajang ..	274
	Do. Seremban ..	854
	Do. Penang ..	1,217
	Do. Butterworth ..	248
	Do. Pulau Tikus ..	398
	Do. Bukit Mertajam ..	317
	The French Convent, Malacca ..	641
	The Convent, Johore Bahru ..	380
Italian Conos- sian Institute	Do. Muar ..	126
	The Sacred Heart Convent, Malacca ..	465
	St. George's School, Balik Pulau ..	91
Roman Catholic (Various) Church of England	St. Anthony's School, Telok Anson ..	299
	St. Mary's School, Kuala Lumpur ..	349
	Pudu English School, do. ..	599
	St. Mark's School, Province Wellesley ..	299
	Bukit Bintang Girls' School, K. Lumpur ..	464
Plymouth Brethren		

APPENDIX VII.

STAFF OF GOVERNMENT MALAY SCHOOLS.

(Figures for States of Perak, Selangor, Negri Sembilan, Pahang and Settlements of Penang, Malacca where classification is uniform. Elsewhere classification varies.)

	Penang.	Malacca.	Perak.	Selangor.	Negri Sembilan.	Pahang.	Total.
BOYS SCHOOLS.							
Teachers Special Class ..	5	7	6	3	4	2	27
Class IA ..	47	45	56	31	35	27	241
Class IB ..	23	29	11	3	30	12	108
Class IIA (Trained) ..	174	154	234	117	191	109	979
Class IIB (Untrained) ..	3	9	53	7	9	4	85
Class IIIA (Trained) ..	43	94	235	119	28	39	558
Class IIIB (Untrained) ..	58	80	47	28	50	12	63
Class IV Probation ..	1	1	12	1	2	97	391
Technical Instructors ..						4	21
Total ..	354	423	732	309	349	306	2,473
GIRLS SCHOOLS.							
Teachers Class IA ..	22	8	42	2	5	—	2
Class IB (Untrained) ..	22	15	21	9	9	3	92
Class IIA (Trained) ..	40	14	56	9	14	7	83
Class IIIB (Untrained) ..	15	28	72	47	19	23	136
Class III (Untrained) ..	—	—	—	—	—	1	194
Temporary Teachers ..	—	—	2	—	—	—	19
Technical Instructors ..	99	65	193	79	56	37	529
Total ..	453	488	925	388	405	343	3,002
Grand Total ..	11,271	14,233	26,924	10,118	9,631	11,069	83,246
Average No. of pupils ..	24.9	29.4	29	26.1	23.7	31.6	27.8
Average No. of pupils per teacher ..							

Classification of Teachers, Malayan Union.

(This classification covers all States and Settlements.)

Trained ..	2,149	106	2,255
Untrained ..	1,113	366	1,479
Pupil Teachers ..	701	273	974
Total ..	3,963	745	4,708

Total number of pupils Malayan Union 137,388.

Average number of pupils per teacher Malayan Union 29.4

APPENDIX VIII.

TABLE OF GOVERNMENT MALAY SCHOOLS AND PUPILS.

	No. of schools.		Average enrolment.		Average attendance.	Percentage of attendance.
	1941.	1946.	1941.	1946.	1946.	1946.
BOYS SCHOOLS—						
Penang	70	70	11,018	9,059	8,134	89.8
Malacca	80	82	10,289	13,097	12,308	94
Perak	231	224	25,974	24,558	22,102	90
Selangor	81	85	13,400	9,292	8,336	92.1
Negri Sembilan ..	94	92	11,092	9,560	8,640	90.6
Pahang	106	109	8,781	10,899	8,249	75.7
Kedah	82	82	10,220	11,434	9,189	82
Perlis	21	21	3,231	2,764	2,082	76.5
Johore	151	135	17,420	19,297	18,512	95
Kelantan	58	60	5,209	6,680	5,244	78.5
Trengganu	45	54	3,557	5,741	4,879	85
Total ..	1,019	1,014	114,191	122,481	107,675	87.9
GIRLS SCHOOLS—						
Penang	29	28	2,500	2,060	1,903	92.4
Malacca	18	15	1,101	1,328	1,243	93.6
Perak	57	48	4,821	4,030	3,627	90
Selangor	8	7	1,285	919	805	91.8
Negri Sembilan ..	8	7	710	614	565	92
Pahang	4	4	380	519	448	86.4
Kedah	5	5	650	690	614	89
Perlis	4	4	400	351	269	76.5
Johore	27	33	3,000	3,883	3,611	93
Kelantan	3	3	250	226	183	81
Trengganu	1	1	253	240	204	85
Total ..	164	155	15,360	14,857	13,172	88.7
Total Boys ..	1,019	1,014	114,191	122,481	107,675	87.9
Total Girls ..	164	155	15,360	14,857	13,172	88.7
TOTAL BOYS AND GIRLS	1,183	1,169	129,551	137,338	120,847	88

APPENDIX IX.
TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS.

	PUBLIC.			MISSION.			NIGHT.			PRIVATE.			OLD STYLE PTE.			TOTAL.			
	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	Schools	Pupils	Teachers	
Perlis and Kedah ..	94	10,214	282	—	—	—	7	805	28	—	—	—	—	—	—	101	11 019	310	
Penang ..	92	21,425	600	5	994	32	22	2,027	20*	3	395	9	—	—	—	122	24,841	661	
Perak ..	176	34,910	864	6	945	31	64	3,388	171	7	807	23	3	136	4	256	40,186†	1,093	
Selangor †	152	33,184	789	4	800	18	12	1,417	49	3	317	5	7	351	12	176	36,069	873	
N. Sembilan ..	67	11,372	255	4	306	12	1	31	2	1	171	4	2	113	2	75	11,993	275	
Malacca ..	56	7,331	206	4	292	8	6	559	23	2	694	16	—	—	—	68	8,876	253	
Johore ..	201	26,904	715	4	461	13	8	228	9	5	417	12	1	25	1	219	28,035	750	
Pahang ..	56	7,623	204	—	—	—	—	—	—	—	—	—	6	222	10	62	7,845	214	
Kelantan ..	10	1,579	40	—	—	—	—	—	—	—	—	—	—	—	—	10	1,579	40	
Trengganu ..	2	892	24	—	—	—	—	—	—	12	766	20	—	—	—	14	1,658	44	
Grand Total M. Union ..	906	155,434	3,979	27	3,798	114	120	8,455	302	33	3,567	89	19	847	29	1,105	172,101	4,513	
										Pupils {		Boys 123,853		Teachers {		Men 3,087		Women 1,426	
										Girls 48,248		Total 172,101		Total 4,513					

* Plus 59 day school teachers.
† Includes 1,547 pupils in night schools.
‡ 250 pupils, and 16 teachers.

* Plus 59 day school teachers.

† Includes 1,547 pupils in night schools.

‡ Includes 2 government schools with 578 pupils and 16 teachers.

APPENDIX X.
STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID TO CHINESE SCHOOLS FOR PERIOD 1st JANUARY, 1946 TO 30th JUNE, 1946.

	Kedah.	Penang.	Perak.	Selangor.	N. Sembilan.	Malacca.	Johore.	Pahang.	Trengganu.	Kelantan.	
(a)—PRIMARY CLASSES.											
In how many Schools	66	34	126	79	25	9	130	17	2	2	490
Grants paid 1-1-46 to 30-6-46 ..	\$17,218.50	\$39,535.50	\$99,215.50	\$74,857.00	\$19,668.00	\$14,794.00	\$39,256.44	\$15,210.00	\$3,062.50	\$1,042.00	\$323,862.44
Average Enrolment ..	8,798	11,407	30,299	20,031	5,962	3,996	22,943	4,495	892	596	109,419
Average Attendance ..	8,102	10,741	28,784	19,230	5,446	3,749	21,681	4,136	800	550	103,219
Average Cost per pupil on enrolment ..	\$1.96*	\$3.47	\$3.27	\$3.74	\$3.30	\$3.70	\$1.71*	\$3.38	\$3.44	\$1.75*	\$2.96
(b)—MIDDLE SCHOOLS.											
Number of Schools	—	3†	4	2†	1	1	—	—	—	—	11
Grants paid 1-1-46 to 30-6-46 ..	—	\$5,184.00	\$2,220.00	\$3,006.00	\$387.00	\$330.00	—	—	—	—	\$11,127.00
Average Enrolment ..	—	62‡	328	344	47	56	—	—	—	—	1,399
Average Attendance ..	—	593	304	334	43	55	—	—	—	—	1,329
Average Cost per pupil on enrolment ..	—	\$8.31	\$6.77	\$8.74	\$8.24	\$5.89	—	—	—	—	\$7.93
(c)—NORMAL CLASSES.											
Number of Schools	—	1†	1	—	—	—	—	—	—	—	—
Grants paid 1-1-46 to 30-6-46 ..	—	\$387.50	\$437.50	—	—	—	—	—	—	—	\$825.00
Average Enrolment ..	—	31.3	37	—	—	—	—	—	—	—	68.3
Average Attendance ..	—	30.9	35	—	—	—	—	—	—	—	65.9
Average Cost per pupil on enrolment ..	—	\$12.37	\$11.82	—	—	—	—	—	—	—	\$12.06
Total ..	\$17,218.50	\$45,107.00	\$101,873.00	\$77,863.00	\$20,055.00	\$15,124.00	\$39,259.44	\$15,210.00	\$3,062.50	\$1,042.00	\$335,814.44

* The average cost in these States is for three months only.

† Included in Primary Schools.

APPENDIX XI.
CLASSIFICATION OF CHINESE SCHOOLS AND PUPILS.

	No. of Schools.		* No. of Pupils.		No. of Teachers.		Grants Paid \$ c.
	Boys	Girls	Boys	Girls	Men	Women	
Government Primary Schools	2	—	317	261	7	9	398,002 19
Aided Primary Schools	499	16	84,933	34,188	1,934	1,052	—
Private Primary Schools	480	7	30,191	8,147	810	252	—
Aided Secondary Schools	10	3	3,097	1,124	127	53	22,351 00
Private Secondary Schools	2	—	232	55	12	2	—
Aided Normal Classes	2	1	49	58	6	2	1,135 50
Total †	995	27	118,819	43,833	2,896	1,370	421,488 69

* The enrolments given here are based mainly on the 1st half of the year. Night schools have not been included. Hence the total is less than the November enrolment shown in Appendix IX.

† The total here includes Grants paid in respect of last quarter of 1945. It is therefore greater than that given in Appendix X.

APPENDIX XII.
TABLE OF INDIAN SCHOOLS, PUPILS, AND TEACHERS.
(GOVERNMENT, ESTATE, MISSION AND PRIVATE.)

Settlement or State.	GOVERNMENT.				ESTATES.				MISSION.				PRIVATE.				TOTAL.	
	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	
Selangor	5	764	22	161	7,894	177	—	—	24	1,873	54	190	10,531	253				
Negri Sembilan	4	500	16	62	2,054	70	1	66	5	319	8	72	2,939	96				
Pahang	1	39	1	9	246	9	—	—	5	579	11	15	864	21				
Penang	—	—	—	16	1,004	30	7	517	11	932	22	34	2,453	67				
Malacca	—	—	—	26	811	26	—	—	2	111	3	28	922	29				
Johore	1	110	4	89	3,051	98	—	—	20	972	22	110	4,133	124				
Perak	9	782	25	159	5,718	174	11	812	23	1,592	39	202	8,904	259				
Kedah	—	—	—	70	2,363	89	—	—	3	357	8	73	2,720	97				
Total	20	2,195	68	592	23,141	673	19	1,395	93	6,735	167	724*	(a)33,466	(b) 946				

* Includes 19 Telegu, eight Malayalam, one Sinhalese, one Gurka, four Punjabi, one Hindi, 15 mixed tamil and Telegu and one mixed Tamil and Malayalam schools.
There are 554 one-teacher schools forming 77 per cent. of the total number.

(a) Boys		(b) Male	
Girls	20,253	Female	855
Total	33,466	Total	946

APPENDIX XIII.
STATEMENT SHOWING AMOUNT OF GRANT-IN-AID PAID TO INDIAN AIDED SCHOOLS.

Settlement or State.	No. of schools.			Average enrolment.			Average attendance.			Amount of grant paid.			Total.	
	Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.	No. of schools.	Pupils.
Selangor ..	146	—	11	6,548	—	1,413	5,544	—	1,300	\$ 51,613 15	—	\$ 6,772 00	157	7,961
Negri Sembilan ..	62	1	3	1,819	62	178	1,432	46	142	19,140 00	1,036 00	1,116 00	66	2,039
Pahang ..	9	—	4	265	—	516	206	—	370	1,894 00	—	—	13	781
Penang ..	16	7	11	1,004	517	932	913	475	796	12,515 50	8,329 00	4,172 00	34	2,453
Malacca ..	24	—	2	729	—	104	618	—	82	5,913 84	—	1,301 08	26	833
Jobore ..	83	—	8	2,892	—	337	2,458	—	295	31,697 32	—	2,200 70	91	3,229
Perak ..	111	10	11	4,756	812	933	4,592	692	772	36,736 00	5,536 00	6,176 00	122	6,531
Kedah ..	56	—	—	2,167	—	—	1,793	—	—	11,863 38	—	—	56	2,167
Total ..	507	18	50	20,210	1,391	4,413	17,556	1,213	3,966	171,373 19	14,901 00	21,737 78	575	26,014
														208,011 97

APPENDIX XIVA.
CLASSIFICATION OF TEACHERS, INDIAN SCHOOLS.

Settlement or State.	Government Schools.		Private and Mission Schools.		Estate Schools.		Total.		Grand Total.
	Trained.	Untrained.	Trained.	Untrained.	Trained.	Untrained.	Trained.	Untrained.	
Selangor ..	22	—	32	22	69	108	123	130	253
N. Sembilan ..	16	—	1	9	14	56	31	65	96
Pahang ..	1	—	2	9	1	8	4	17	21
Penang ..	—	—	11	26	10	20	21	46	67
Malacca ..	—	—	1 (wo- man)	2 (men)	1 (man)	25 (23 men, 2 wo- men)	2	27	29
Johore ..	2	2	6	20	9	85	17	107	124
Perak ..	17	8	17	43	17	157	51	208	259
Kedah ..	—	—	—	8	4	85	4	93	97
Total ..	58	10	70	139	125	544	253	693	946

APPENDIX XIVB.
NUMBER OF ONE TEACHER INDIAN SCHOOLS.

Settlement or State.	Govt.	Estate.	Mission.	Private.	Total No. of one teacher schools.	Total No. schools.
Selangor ..	—	134	—	8	142	190
Nagri Sembilan ..	—	54	—	3	57	72
Pahang ..	1	9	—	—	10	15
Penang ..	—	5	2	4	11	34
Malacca ..	—	24	—	1	25	28
Johore ..	—	81	—	8	89	110
Perak ..	2	143	—	18	163	202
Kedah ..	—	57	—	—	57	73
Total ..	3	507	2	42	554	724

APPENDIX XV.

EDUCATIONAL POLICY.

The short-term objective of post-war educational reconstruction was to restore schools as quickly as possible to their former condition and to make provision for all who were deprived of education owing to the war. The long-term objective is to reconstruct the educational system so as to ensure the fullest educational development for every section of the community. Before the programme for this long-term objective can be prepared, it is necessary to decide upon the general educational policy that is to be followed. This policy is outlined below.

2. The main educational developments in the policy now outlined are:

- (1) there will be free primary education through the mother tongue in Malay, Chinese, Tamil and English;
- (2) English will be taught in all schools;
- (3) full educational privileges will be extended to girls no less than to boys.

3. It is proposed to provide—

- (i) *Free Primary Education* for all girls and boys in a minimum school course of six years, with the mother tongue as the medium of instruction and with English as one of the subjects of the curriculum in schools where the mother tongue is not English.

The Primary School will consist of Malay, Chinese, Indian and English sections according to the mother tongue of the children. In every possible way the essential unity of the various sections of the Primary School will be stressed so that the school may provide a preparation for united service for the country and for the creation of a sense of common citizenship.

- (ii) *Post-Primary Education* for girls and boys, in school courses varying from two to seven years in duration in accordance with the course taken.

The Post-Primary Schools will consist of—

- (a) schools in which English is the medium of instruction with the study of the mother tongue continuing;
- (b) schools in which the mother tongue remains the medium of instruction with the study of English continuing.

There will be a generous provision of free places for pupils selected by merit from the Primary School, in addition to the provision of places for paying pupils* who reach the prescribed standard of attainment for admission to the schools.

The transfer of free and fee-paying pupils from the Malay, Chinese and Indian sections to English schools will take place when pupils have completed three years in their Primary School.

As at present, subject to the accommodation available, if their parents so desire, children whose mother tongue is not English need not go first to a vernacular school but may go direct into the primary class of an English school as fee-paying pupils.

4. The syllabus and curriculum of all schools, Primary and Post-Primary, will be arranged in the light of modern educational practice and research. Practical subjects and vocational education will be included in accordance with the recommendations of the 1938 Report on Vocational Education in Malaya, with provision for technical education at an appropriate stage in the Post-Primary Schools. The work and organisation of the highest classes will be linked to the university courses of the College of Medicine, Raffles College and the Technical College.

5. Primary and Post-Primary Schools will be Government schools or aided schools. Teachers of the aided schools will be placed on the same salary scales as Government teachers of similar qualifications.

6. As soon as possible the Primary and Post-Primary Schools will be staffed by teachers trained in Malaya. For teachers of those schools for whom no training facilities at present exist in Malaya, a system of local training through normal classes will be instituted immediately, pending the establishment of training colleges.

7. In order to enable Malayan teachers of proved merit to qualify for the highest posts, suitably qualified teachers will be selected to take higher courses overseas.

8. The long-term policy with regard to Higher Education and Adult Education (including Mass Education) is still under consideration but the various colleges and the adult evening classes, educational and vocational, are to be re-started as quickly as possible.

9. For the introduction of the policy outlined in paragraphs 2 and 3 above it will be necessary to prepare a programme spread over a number of years in accordance with (a) the funds that can be provided, (b) the supply of trained teachers and (c) the school accommodation available. To advise Government on this programme, it is intended to appoint a Central Advisory Committee on Education which will be as representative as possible of the chief educational agencies and influences in Malaya, as well as including representatives of the administration and of the Advisory Council. This Central Committee will be assisted by such other local and special committees as may be found necessary.